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ABSTRACT

The document presents teacher developed ideas for helping students gain skills in the process of decision making through individual and/or group activities. Individual activities are: (1) your own values, (2) case studies on honesty, (3) skills in helping others understand you as a person, (4) anxiety about future or conflict with parental wishes for future, (5) "T" diagram, (6) improving self concept, (7) overcoming apathy, (8) conforming to the standards of others, (9) involvement, and (10) broadening options and the decision making base. Group activities for developing and improving decision making skills focus on the following areas: (1) group decisions, (2) group consensus by problem statement, (3) group agreements, and (4) decision by consensus--six exercises on group decision making which focus on personal expectations, group trust, behavior description, relationship between feelings and behavior, communication skills, and the identification of factors which prevent a person from giving and receiving help from others. Forms for evaluating the decision making activities and a group guidance staff survey after inservice are presented. A 12-page list of resources is included. Some thoughts about the Oregon State University values seminar are presented as well as three additional activities and suggestions for implementation. (EC)

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JUN 10 1976

RESOURCE UNIT

FOR

DECISION MAKING SKILLS

INCLUDING

VALUES CLARIFICATION

SPRINGFIELD PUBLIC SCHOOLS
525 MILL STREET
SPRINGFIELD, OREGON 97477

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CE007406

EXEMPLARY CAREER
EDUCATION PROJECT

Resource Unit for Decision Making Skills
Including Values Clarification

Developed and Compiled by:

Junior High Group Guidance Workshop - Summer 1972
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Produced by the Exemplary Career Education Project

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Springfield School District #19

525 Mill Street

Springfield, Oregon 97477

Preface

The enclosed materials are a series of activities that can be used to gain skills in the process of decision making. The activities represent a variety of ways of achieving the skills of decision making through individual and/or group activities. By consulting the table of contents, one should be able to choose an activity to meet a given situation.

The chart on the two following pages represents a summation of the objectives and activities based on student needs in attaining decision making skills.

Decision - Making Skills

GUIDANCE COMPONENT

Related Student Needs:	Specific Objectives:	Activities to accomplish objectives:	Suggested Resources
To know a way to make satisfying decisions based on a rational process.	Develop skills in the following areas of decision making: 1. Independent thinking a. Practice in making decisions without teacher stepping in too quickly b. Depth of involvement 2. Practice in group consensus 3. Accountability Practice in using own abilities to make decisions and live with them. 4. Use of time 5. Examination and recognition of personal values 6. Consumer problems	1. Independent thinking activities *a. Conforming to the standards of others. *b. Improving self-concept c. Personal image d. Value system *e. Popularity f. Future life style g. Friendships and loyalties h. School attendance i. Hobbies 2. Group consensus activities *a. Group Agreement *b. Who Am I? *c. Group Trust and Confidentiality *d. Paraphrasing *e. Perception Check *f. Ability to describe Behavior rather than Interpret it. *g Feedback *h. To be able to Describe Group Feelings *i. Five Square Exercise *j. Learning to Recognize Barriers to Receiving Help from Others *k. Hollow Square 3. Accountability activities a. Choice of electives *b. Depth of involvement c. Responsibility to self and others 4. Use of time a. Leisure b. Job c. School d. Home *Suggested learning activities have been prepared for these.	

Decision - Making Skills
GUIDANCE COMPONENT

Related Student Needs:	Specific Objectives:	Activities to accomplish objectives:	Suggested Resources
		5. Examination and recognition of personal values a. How are values established? b. Life style 6. Consumer problems a. Use of money b. Wise purchasing c. Recognition of value	
o give students benefit f exposure to a planned, ystematic program for eaching decision-making.	Write proposal for obtaining State funding for College Board's Decision-Making Program. Pilot Programs in each junior and senior high school in District #19.	Use the program Deciding in each building.	

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DECISION MAKING SKILLS

by

Helen Hindman	Janice LaFollette
Bob Lind	Roger Wood
Nelda Myers	Jerry Haugen

Purpose: To help the student face real-life situations by teaching him the skills of making satisfying decisions.

Suggestions for Implementation:

1. Pre-school orientation with school administrators.

2. Building in-service: To acquaint the individual building staff members with the proposed program

   (a) Simulated run-through with staff members as participants
   (b) Small group (department) discussions

3. Student use:

   (a) Individual activities for a particular student need
   (b) Small group activities

DEVELOPED IN A JUNIOR HIGH GROUP GUIDANCE WORKSHOP

School District #19

Springfield, Oregon

Summer, 1972

Why teach decision-making skills?

As human beings we are faced with decisions every day of our lives. Many of these decisions are of critical importance, but few of us have learned a logical, systematic process of making and evaluating our decisions. Instead, we often make decisions based on impulsive reactions, or sometimes passively avoid the problem.

Research indicates that problem-solving and decision-making skills can be taught. By learning a general strategy of decision-making, a student could face real-life decision-making situations with greater confidence in a satisfying outcome.

Although no technique can guarantee a successful decision, a student who learns a general strategy of decision-making should gain confidence that he has the tools to deal with real-life problems, even though a solution may not immediately occur to him.

Can decision-making skills be taught?

A general strategy of decision-making can be learned, applied and evaluated.

A first step in learning the process involves thinking--thinking about both personal and group values. Considering values removes the implication of "right" or "wrong" outcomes of decisions, emphasizing instead an effective use of a process, in the belief that a considered decision generally leads to more satisfying results than a decision based on impulse.

Will a student who learns a set of decision-making skills make better decisions?

No set of skills, learned and practiced in a classroom, can be guaranteed to carry over into "real life". However, learning the techniques for conscious, systematic decision-making skills increases the learner's freedom, since he is more likely to recognize alternatives and consequences. It increases his control over his life by limiting the degree to which impulse, emotion and other people determine his decisions. If he chooses to exercise decision-making skills, he should increase the possibility that his decisions will help him to achieve what he values.

What are the steps we follow in making a reasoned decision?

A step-by-step model, while necessarily an artificial construction, can be useful in understanding our own methods of arriving at decisions. Each study we have examined presents its own model; however, the models seem to include similar elements: recognition of the problem, consideration of alternatives and consequences, and evaluating the results of the decision for expected results and degree of self-satisfaction.

The model below, taken from a paper entitled Cognitive Processes, Problem-Solving and Effective Behavior by D'Zurilla and Goldfried, offers possibilities for student discussion and activities.

1. What is the problem? State it as clearly as you can.

2. Ask yourself "What can a person possibly do in this situation?" Think of as many alternatives as possible, without worrying about how "bad," "good" or appropriate the alternatives may seem. Continue until no more alternatives occur to you.

3. Begin the actual decision-making process.
   a. Anticipate the possible consequences of each alternative. What are the various things that could happen as a result? (Consider personal, social, short and long-term consequences.)
   b. This step requires an examination of your value system. Are those consequences acceptable to me? How will others be affected? Will I have to change my own habit patterns?
   c. Choose the alternative which in your judgment seems to have the best chance of solving the problem satisfactorily.

4. Perform the selected behavior. (In real life or in a role-playing situation.) Verify the solution by observing the consequences of the decision. How does it work? Are you satisfied? If not return to the second-best alternative and continue to test decisions until you are satisfied with the outcome.

PROCESS OF INDIVIDUAL DECISION-MAKING

I

1. A person encounters a problem.
2. He studies the problem using means available to gain knowledge of the issue at hand.
3. He sees and considers a variety of solutions. Which one is best? What must he do to decide?
4. He must take a good look at himself and his values.
5. He makes a choice from all of the alternatives.
6. He now takes action on his decision.

II

1. A question is asked of me - or - what shall I do?
2. What are some different things I could do?
3. Which way would be most acceptable to others?
4. Which way do I think is best?
5. I think this would be the best answer or route at present.
6. Take action and do it!

III

1. You ask of me?
2. Thought (based upon my past experience or decisions.)
3. Do it!

= Individual Decision

Which level did you use in making that decision?

Design an example situation where you might utilize each level.

Your own values

Usually the more accurately the individual perceives his values, the more able he is to make satisfactory decisions and set appropriate goals for himself.

List the ten things you value:

1. 6.
2. 7.
3. 8.
4. 9.
5. 10.

Would you star the three values you think are the most important to you and check the three least important to you.

To decide which of our values is most important is often very difficult. The following is a values test which should help you to do just that. Take the test yourself, score and analyze the results according to the directions given. The result will be rank ordering from most to least important of twelve selected values.

FORCED CHOICE VALUES TEST**

Directions: Circle the number preceding one of the two choices in each category. You must choose one number in each pair of items. The test is on the following page.

Directions for Scoring Values Test: Do not read these directions until you have completed the test which is on the following page.

1. Count the number of times you circled #1 on the Values Test and insert the number counted in the blank to the left of statement #1 in the box on page 3. Do this for each of the items through #12.

2. Rank the items in the column to the right by assigning number 1 to the item that you circled the most times, number 2 to the item circled the second highest number of times, etc. In case of a tie give the items all the same rank, but allow a full number count for each item. For example, if there is a tie on number 3 assign two number threes, which take up the 3 and 4 spot making the 5 next rank.

3. When you have completed ranking, you may look at the key column to the left of the ranking and determine your highest to lowest values. Example: If #10 is ranked 1, that means your highest value is "orderliness."

Be sure to check with the teacher if you have questions on scoring or ranking.

**Teaching Topics, Institute of Life Insurance & Health Insurance Inst., Spring 1970

No. of times circled	Key		Rank
_____	SECURITY	1. To be reasonably sure about the future for myself and my family.	_____
_____	INFLUENCE	2. To have influence with people	_____
_____	RECOGNITION	3. To have people think well of me	_____
_____	HELPFULNESS	4. To do things for my family and others	_____
_____	FREEDOM	5. To have as much freedom as possibl to do the things I want	
_____	NEW EXPERIENCE	6. To do new and different things often	_____
_____	FRIENDLINESS	7. To have friends	_____
_____	FAMILY LIFE	8. To arrange for a family atmosphere that makes for satisfying living	_____
_____	RELIGION	9. To do what is right according to my beliefs	_____
_____	ORDERLINESS	10. To have things neat, orderly and organized	_____
_____	WEALTH	11. To have as many good things as possible	_____
_____	WORKMANSHIP	12. To do things well	_____

From the Values Test list the twelve values in the order of their importance:

1.	7.
2.	8.
3.	9.
4.	10.
5.	11.
6.	12.

How does this list compare to the one you made on the first page??????

. 6--to do new and different things often
12--to do things well
. 9--to do what is right according to my beliefs
12--to do things well
. 1--to be reasonably sure about the future for myself and my family
10--to have things neat, orderly and organized
. 3--to have people think well of me
8--to create an atmosphere that makes for satifying family living
. 5--to have as much freedom as possible to do things I want to do
6--to do new and different things often
. 6--to do new and different things often
10--to have things neat, orderly and organized
. 1--to be reasonably sure about the future for myself and my family
5--to have as much freedom as possible to do things I want to do
. 3--to have people think well of me
6--to do new and different things often
. 5--to have as much freedom as possible to do things I want to do
7--to have friends
.10--to have things neat, orderly and organized
11--to have as many good things as possible
. 2--to have influence with people
4--to do things for my family and others
. 3--to create an atmosphere that makes for satisfying family living
9--to do what is right according to my beliefs
. 8--to create an atmosphere that makes for satisfying family living
12--to do things well
. 4--to do things for my family and others
5--to have as much freedom as possible to do things I want to do
. 9--to do what is right according to my beliefs
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7--to have friends
. 7--to have friends
11--to have as many good things as possible
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7--to have friends
. 4--to do things for my family and others
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. 6--to do new and different things often
11--to have as many good things as possible
7--to have friends
10--to have things neat, orderly and organized
. 6--to do new and different things often
8--to create an atmosphere that makes for satisfying family living

. 3--to have people think well of me
9--to do what is right according to my beliefs
. 8--to create an atmosphere that makes for satisfying family living
10--to have things neat, orderly, and organized
. 4--to do things for my family and others
11--to have as many good things as possible
.10--to have things neat, orderly and organized
12--to do things well
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11--to have as many good things as possible
. 4--to do things for my family and others
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. 2--to have influence with people
12--to do things well
. 4--to do things for my family and others
12--to do things well
. 4--to do things for my family and others
7--to have friends
. 5--to have as much freedom as possible to do things I want to do
8--to create an atmosphere that makes for satisfying family living
. 2--to have influence with people
3--to have people think well of me

Decision Making Skills

Honesty

Purpose: To help the student see the need for basic honesty with each other, and that honesty is practiced in little things in every day living.

Objective: The student will exercise the decision making skills including possible consequences and alternatives. He will be able to see himself and his attitudes toward honesty in a more real light.

Instruction:

a) Have the student read and make decisions on the two case studies. They should make use of alternate possibilities, consequences of the decision made and re-evaluation of the decision.

b) The students should mark the question page on a yes-no basis. These questions can then be used as a discussion starter. The students may sort the questions into two groups--1) those that denote desirable traits and 2) those where changes may need to be made.

Case study #1

The newspapers have been telling the story of an aerial highjacking. The highjacker asked for and got $500,000.00 and a parachute. The plane took off and later landed at a distant airport, but neither the man or the money were on board.

As you were working alone in a bean field stringing beans you come upon a canvas bag. The bag was locked but when you cut it open you found money inside (later counted out to be $495,000.00). The money was in small bills none of which was of larger denomination than a $20.00 bill. As you were working alone, as far as you know no one knows about your find.

You must decide what to do with the money. Your decision is:

Case study #2

As John was walking down the sidewalk he found a $5.00 bill. About 20 feet ahead were two people looking through their pockets and purses; obviously looking for something they had lost. They seemed quite distressed over having lost the item. If you were John what would you do about the $5.00 bill?
Your decision is:

Mark in the appropriate Yes-No column for each question

	Yes	No
1. Does my conscience ever bother me?		
2. I know what is right from what is wrong.		
3. My parents punished me for doing wrong.		
4. My parents never punish me.		
5. Under any conditions, if I find something I can keep it.		
6. Something is wrong only if I feel it is wrong.		
7. The Ten Commandments were for people 2500 years ago.		
8. I do not usually repeat doing something for which I have been punished.		
9. I have had things stolen from me before.		
10. If a person lies to me I don't really mind as long as he profited from it.		
11. I have never taken anything that belongs to another person.		
12. I hope "D.B. Cooper" never gets caught.		
13. To steal from the rich is alright.		
14. Honesty is not really necessary in order to be a good friend.		
15. If I loose something I really would appreciate having it back.		
16. I get my sense of right and wrong mainly from my parents.		
17. If a student was observed getting into my locker I would want the person who saw him to tell the principal about it.		
18. Shop-lifting is not a crime.		
19. I believe a person should be responsible for what he does.		

BASIC SKILLS FOR DISCUSSING INTERPERSONAL RELATIONS

SKILLS IN HELPING OTHERS UNDERSTAND YOU AS A PERSON

Helping others understand what you are responding to.

BEHAVIOR DESCRIPTION: You try to let others know what behavior you are responding to by describing it clearly enough and specifically enough that they know what you observed. To do this you must describe visible evidence -- behavior that is open to anybody's observation.

You avoid describing character traits or imputing motives or intentions to the other person and restrict yourself to stating what he did.

EXAMPLES: "Bob, you seem to take the opposite of whatever Harry suggests today."
(NOT - "Bob, you're just trying to show Harry up." This is not a description but an accusation of unfavorable motives.)

"Jim, you've talked more than others on this topic. Several times you cut others off before they had finished."
(NOT - "Jim, you're too rude!" which names a trait and gives no evidence. NOT - "Jim, you always want to hog the center of attention." which imputes an unfavorable motive or intention.)

"Sam, I had not finished my statement when you cut in."
(NOT - "Sam, you deliberately didn't let me finish." The word "deliberately" implies that Sam knowingly and intentionally cut you off. All anybody can observe is that he did cut you off.)

To develop skill in describing behavior you must sharpen your observation of what actually did occur. As you do you may find that many of your conclusions are based less on observable evidence than on your own feelings of irritation, affection, insecurity, jealousy, or fear. Thus, accusations are usually expressions of feelings and not descriptions at all.

BASIC SKILLS FOR DISCUSSING INTERPERSONAL RELATIONS

SKILLS IN HELPING OTHERS UNDERSTAND YOU AS A PERSON

Helping others understand what you are feeling.

DESCRIBING YOUR FEELINGS: You try to make clear what feelings you are experiencing by naming or identifying them. The statement must (1) refer to "I". "me", or "my" , and (2) specify some kind of feeling -- by name, simile, or other figure of speech. Because expressing feelings is so often confused with describing feelings it is important to make the difference clear. In the following examples notice that any expression of feeling may be based on quite different feelings as shown by the coordinated descriptions of feeling in the right hand column.

EXPRESSIONS OF FEELING	DESCRIPTIONS OF FEELING
Person blushes and says nothing.	"I feel embarrassed." "I feel pleased." "I feel annoyed with you."
Person suddenly becomes silent in the midst of a conversation.	"I feel angry!" "I'm worried about this." "I feel like I've been slapped."
"She's a wonderful person!"	"I enjoy her." "I respect her abilities." "I'm in love with her but I feel I shouldn't say so."
"You talk too much."	"I'm bored." "I want to say something." "I feel inferior at how much you know."
"Shut Up! !"	"I feel hurt by what you said and afraid to hear any more." "I feel angry at myself!" "I feel angry with you."
"Can't you ever be on time?"	"I'm irritated with you that I had to wait so long in the cold! !" "I've been worried for fear that you might have had an accident!"
"Damn you! ! !"	"I'm furiously angry with you!" "I'm worried about you and I wish I didn't have to be!" "I like you and resent you at the same time."
"You shouldn't have bought me such an expensive gift!"	"I really like it!" "I feel obligated to you and resent it." "I feel inferior to you when I think of the cheap present I gave you."

Anxiety About Future or Conflict With Parental Wishes for Future

Purpose: discussion of area of how a youngster deals with the area of parental expectations.

Objective: to present and minimize student anxiety, present concept of tolerance and tact when dealing with others.

My name is John Jones and I'm half way through my junior year in high school. I have an older brother, Bill, who dropped out of school and is presently working as a used car salesman. I also have two younger sisters, both in school back home. My father is a building contractor. Dad had planned on Bill becoming a contractor and joining him in partnership. But since that didn't work out, Dad now is pinning his hopes for a father-son partnership on me.

For the past several months I've been tutoring Junior High School students who are having difficulty in math and science, and I find it very exciting and rewarding to help kids learn. Working with Dad would be okay, and the money would be fairly good, and I could look forward to taking over some day. But it just doesn't seem nearly as interesting as working with kids.

I don't want to disappoint my parents; they're counting on me and paying for most of my education. But right now teaching looks like it might offer me a lot more chances for personal satisfaction.

I don't know whether to change my plans from building to education or not.

WHAT WOULD YOU RECOMMEND THAT JOHN DO?

CAREER DEVELOPMENT COUNSELING

THE "T" DIAGRAM

PERSONAL	SITUATIONAL
VALUES - What I "ought" to do	FAMILY & OTHER PERSON. COMMITMENT
INTERESTS - What I "like" to do	OPPORTUNITIES - Job and Training
ABILITIES - What I am "able" to do	SOCIAL AND CULTURAL RULES - Age, Sex Race, Experience
EXPECTATIONS - What I think I will probably do	

CAREER DEVELOPMENT

THE "T" DIAGRAM

VALUES - What I "ought" to do

1) I ought to get a job in which I could utilize my education.
2) Feel a real need to help people to make this society a better one.
3) Money is somewhat important-I feel like I need to start out at least $500 per month even if it means taking a job I'm not "wild about."
4) I ought to work hard and "succeed" at something.

INTERESTS- What I "like to do"

1) Like to work with young people.
2) Like to talk with people about their problems.
3) Want a lot of variety and flexibility.
4) Enjoy taking responsibility - like to organize and direct activities.
5) Couldn't stand to just sit at a desk and do paper work all day.
6) I don't like to write.

ABILITIES - What I am "able" to do

1) I am good at getting along with people
2) I can drive car and operate most office machinery.
3) I have pretty good grades - particularly in social sciences. Science & Math, I'm not too good at.
4) I often come up with innovative ideas and am pretty good at selling them to other people.

EXPECTATIONS - What I think I will probably do

Probably will marry in 2 - 4 years. Then I will work for a few more years before stopping to raise a family.

FAMILY & OTHER PERSONS, COMMITMENT

1) My folks don't care what I do as long as I finish school.
2) Have educational loans to pay off and need to become self supporting.

OPPORTUNITIES - Job & training

When married I will have to be able to locate where my husband does.
My parents can only help support me in school for 2 more years. If I go to graduate school I will have to finance it myself.
The job market seems tight all over, and graduate schools are harder to get into.
Have worked as a volunteer at WMCA and Pearl Buck

SOCIAL & CULTURAL RULES - Age, Sex, Race, Experience

Have thought I might like to get into administrative area. I think being a women might work against me on this.

CAREER DEVELOPMENT SAMPLE "T"

THE "T" DIAGRAM

VALUES - What I 'ought" to do

I could not respect myself if I held a job that was a subservient position to another. I demand equality. For example I could not consider nursing, secretarial work, etc. I would prefer an occupation in which I used my brain instead of my body. I consider a job such as a P.E. teacher a cop-out. I should get a master's degree or Ph.D. and pursue my chosen field as extensively as I can. I am a great planner and I schedule everything - including myself. Theoretically I would like to get married a year after I graduate from college -- perhaps two years after I graduated. I should probably also say that I would hope for a job that paid well so I could pursue various activities which are expensive such as flying, water skiing, etc. I want to send my children to private school also so I have to make a reasonable amount of money. I would rather find work that was stimulating and interesting, however, than merely lucrative. Would much rather be self-employed, as freedom is important to me.

INTERESTS - What I "like to do"

I have quite a few interests that I enjoy in my spare time. There are a thousand things I haven't done that I would like to try so I would like a profession that didn't consume all my attention. Also, since according to population experts, I am allowed 2.3 children I would like to spend as much time as possible cramming all my ideas and thoughts into their heads.

ABILITIES - What I am "able" to do

I have a certain amount of ability in liberal arts type subjects and none in those which require math.

FAMILY & OTHER PERSONS, COMMITMENT

My father is a lawyer and my mother is a housewife. Both are college graduates and expect the same of me. They would like me to have a job "to fall back on." I want one for all the time. The parents are quite influential in my life -- although not especially when it comes to this particular thing.
It might be noted that my parents are extremely success oriented and have both won honors galore. They would probably applaud anything that I did to enhance my social position.

OPPORTUNITIES - Job & training

I have been on the swim team for years and truly love the sport. I think I would enjoy coaching for a summer job. I have my WSI and this summer I will be lifeguarding and teaching swimming. And, ug' I have done the traditional clerical work at a local industry.

SOCIAL & CULTURAL RULES - Age, Sex, Race, Experience

If I engage in a managerial position I will probably be under a lot of criticism from men who are working under me. And I may have quite a bit of trouble getting that position due to discrimination of sex. Women are still expected to be housewives.

Decision Making Skills

Improving Self-Concept

Purpose: To help student see himself in relation to others in his life.

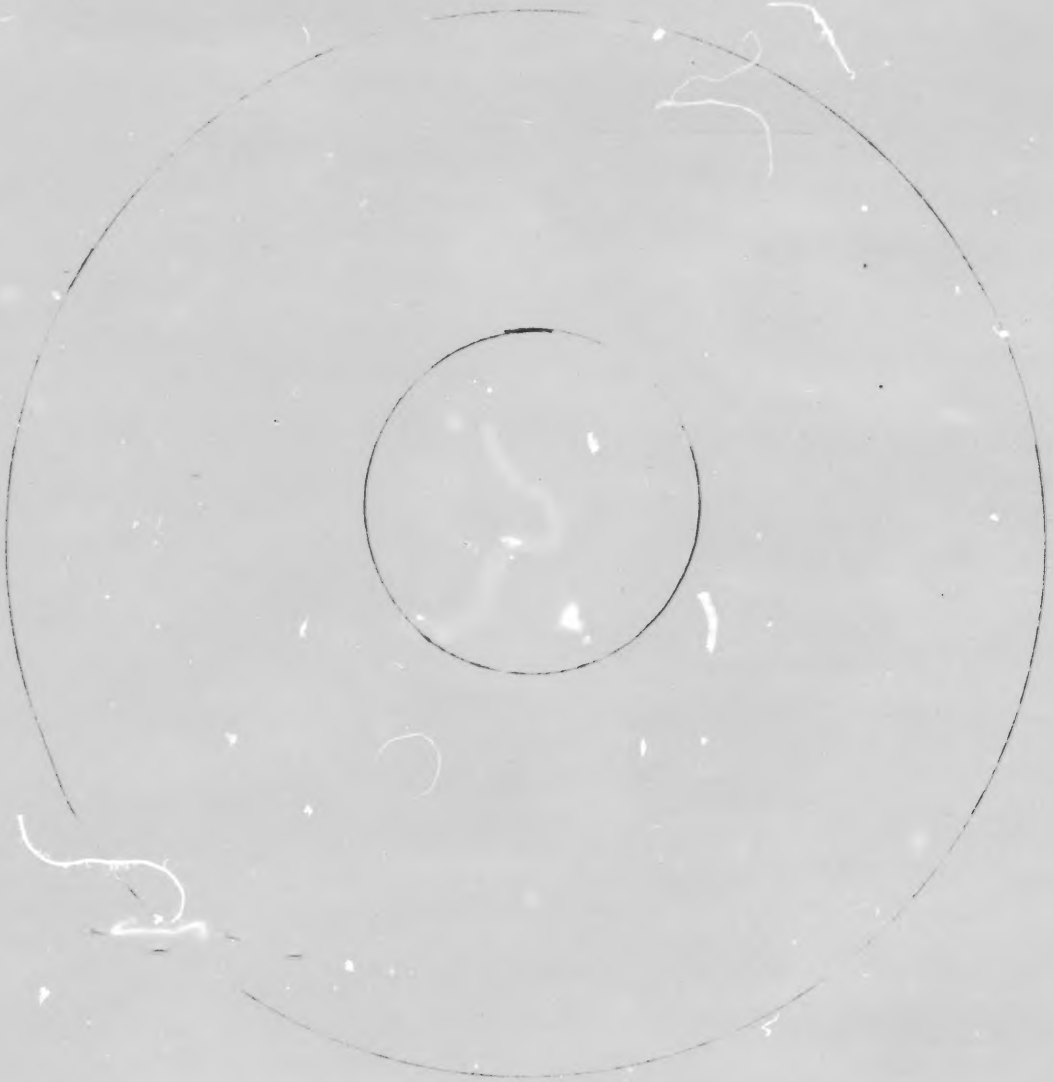
Objective: Give student the confidence that change is possible, if desirable

Procedure: Do My World Profile

Follow-up: Value judgment
Plan for change

MY WORLD

1) The large circle is your group (class, organization, etc.).
2) Place yourself in the small circle in center -- write your initials.
3) a. Think of as many people as you can with whom you have to relate in any degree. Draw small circles for each one and write their initials.
   b. Place nearest you those you like the most and you listen to what they have to say. If any one of these influences you put an X over the circle. If you think you influence him or her put another circle around the first circle.
   c. Place farthest away from you those you don't feel sure about, distrust, dislike, don't understand, cannot communicate well with.



Value Judgment

Do I like "my profile"

____Yes No____

If not, these are my alternatives: (List all possibilities which come to mind)

1.

2.

3.

Decision Making Skills

Overcoming Apathy

Purpose: Provide a possible non-threatening small wedge to open up a way to reach this most difficult kind of person

Objective: Start a process of involvement with another person

Procedure: Fill out Who Am I questionnaire

Follow-up: Individual or small-group sharing of questionnaire results:

a. feelings

b. what does it tell me about myself

WHO AM I

NAME _____ CLASS _____

TWO THINGS I LIKE

1 _____

2 _____

TWO THINGS I DISLIKE

1 _____

2 _____

TWO WORK EXPERIENCES I HAVE HAD

1 _____

2 _____

TWO THINGS YOU SHOULD KNOW ABOUT ME

1 _____

2 _____

THE ANIMAL I AM MOST LIKE

_____

THE ANIMAL I WISH I WERE LIKE

DECISION MAKING SKILLS

Conforming to the Standards of Others.

Purpose: To help the student see the advantages and disadvantages of accepting the standards of other people.

Objective: When completed the student will be able to examine the available information, investigate possible solutions, consider likely consequences and make a decision with which he feels he will be able to live.

Instructions to the teacher:

This packet is to be used to stimulate student self-evaluation and class discussion. The major part of the discussion and the most meaningfull discussion will come after the student has completed the form (p 3).

The only part of this packet that the student should see is the form on page 3 which he will fill out. This is to be filled out using himself and his thoughts, not what he thinks others would feel or do.

Page 2 is a suggested way for working on the black board so the students will understand what kind of ideas you are asking for.

Talk over with the students:

1. what you mean by the problem, or the decision which is to be made.
2. what you mean by the information or facts that will influence that decision.
3. what is meant by accepting the consequence of an act.
4. what is meant by an alternative.
5. Questions you might consider for discussion;
   a. What factors influenced my decision?
   b. Am I willing to live with the consequences of my decision?
   c. How strong a part did emotions or feelings play in the decision I made. (These are often dominant in decision making).

(Model to be used on board as a demonstration.)

Decisions: Conforming

A. Problem: Should I conform to the dress and appearance standards of my parents:

B. Facts:
1. I don't want to
2. Others would look at me as being different
3. I can't play basketball if I don't cut my hair
4. It's my life--I should be able to live it.
5. Employers don't like long hair.
6. Blue jeans are cheaper than slacks.
7. (List all other possible ideas available)

C. Possible solutions:

1. Compromise
   a) moderate hair length
      - keep it combed
   b) clean clothes -moderate - tuck shirt in
2. Leave home
3. Go square
4.

D. Decision _____

Problem: or

Decision to be made:

I agree with these facts of conforming	I do not agree (or like) these facts.
What I might do (Alternative)	This might happen (consequence)

My decis[illegible] is:

DECISION MAKING SKILLS

Involvement

Purpose: To aid the student in determining the depth to which he is involved in a given situation.

Objective: The student will be able to use the skills of decision making to determine the depth of his involvement, to examine the consequences of his involvement, and possible alternatives.

Teacher instruction:

This packet is to be used as a tool to stimulate self evaluation and discussion on involvement.

page 2 Is a model that can be put on the blackboard as a hypothetical situation to show the students how the process works.

page 3 This form to be used by the students to fill in their own feelings and possible outcomes as they see them.

page 4 Alternate form. Depth of involvement. This can be used as supplement to the involvement packet to investigate the aspect of depth of involvement.

Decision to be made: (problem) Do I wish to become involved in the canned food drive?

If I do this; (facts and information)	This will probably happen; (consequence)
1. Refuse to participate	1. a. some people will think I'm lazy b. I'll have time to play baseball c. others will disapprove d. I don't like to solicit door to door
2. Take part in the drive	2. a. others will approve b. I will be helping others and feel worthy c. may get special privileges at school d. can't participate in sports e. I'll miss a good TV program
3. Alternate ideas	
a. Make posters for the drive	a. satisfaction if some help and accomplishment
b. Offer to count and keep track of materials brought in	b. O.K. shallow involvement

My decision:

Decision to be made;
(problem)

If I do this; (facts and information)	This will probably happen; (consequence)
My decision:	

Depth of Involvement

We are all involved in school life and we call this "our school." The decision here is to what depth am I going to become involved in school "spirit" and support my school.

Activities that are considered part of "school spirit"	I participate regularly	I participate sometimes	I do not participate	I am not able to participate	I am opposed to participation in this activity

BROADENING OPTIONS AND THE DECISION-MAKING BASE

As you observe the maze you notice it is a two gate maze based upon making one decision or another. It can be applied in any case where progressive chores may lead to a common direction.

Example:

1,2,3 I like to work with

1. People
2. Things
3. Ideas

4,5 Would I like best to work with people in

4. Groups
5. Or as individuals

6,7 In my mind I would enjoy the

6. Planning or
7. Applying (knowledge and projects)

8,9 While working I do my best while working

8. Alone
9. With others

10,11 I have a personal plan for my finances

10. Yes
11. No

12,13 I have explored and listed the careers I prefer

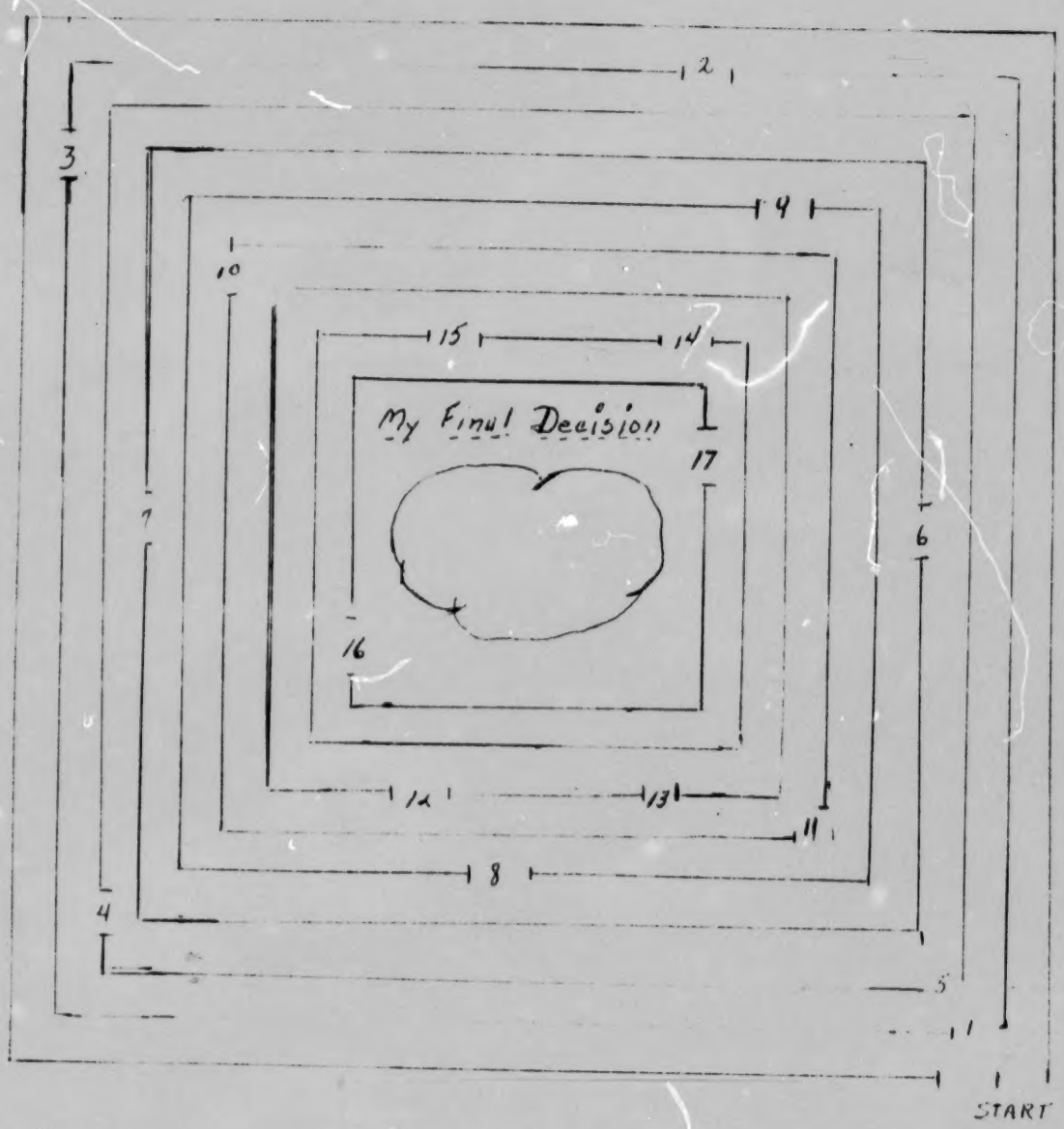
12. Yes
13. No

14,15 My alternative selections are also listed

14. Yes
15. No

16,17 I have made an appointment to discuss these plans with a teacher or counselor

16. Yes
17. No


2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
My Final Decision
START

Group Decisions

I. Purpose:

Group consensus means that the prediction for any item must be agreed upon by each group member before it becomes a part of the group decision.

II. Objective:

To acquaint teachers and students with the skills used in making group decisions.

Group Consensus

by

Problem Statement

Solving problems so they stay solved requires that the organizational development Problem Statement be as concrete as possible and that it satisfy four guidelines as indicated below.

The most important guideline for writing a good problem statement is inclusion of a specific goal for improvement. Two kinds of confusion can arise when you are attempting to describe the goal for improvement in your statement. One relates to the fact that there may be many possible major and minor goals in the problem situation.

The second kind of confusion arises from the need to be specific in writing the problem statement, while at the same time being ready to change the statement any time new understandings of the problem situation indicates that you should do so.

Suppose that I said to you, "We have a communication problem among our students. What would you suggest we do about it?" You would undoubtedly want to ask many questions before hazarding an action suggestion. What is it that is not being communicated? Who feels the need for such communication? Why isn't this communication taking place? Specifically, who would need to be communicating what to whom in order for the problem to be improved?

The latter statement covers four points that are suggested as guidelines for writing a good problem statement. It answers each of these guideline questions:

1. Who is affected? Members of the student body are affected.

2. Who is causing it? The Student Council seems to see themselves as mainly responsible. "---we haven't given adequate attention---."

3. What kind of a problem is it? Note that the reason for the problem is a lack of adequate means for doing something. "---we need ways of sharing---."

4. What is the goal for improvement? Specifically, how will things look when the goal has been achieved? In this case, it has been made clear that the goal is not simply increased communications. The goal is creation of "----" ways of sharing that don't take up time of those to whom a particular idea is not relevant.

GROUP AGREEMENTS

Group functioning is improved if members have clear expectations of what kinds of behavior are expected of them as group members.

Here are some samples of agreements that a group might accept.

1) Confidentiality: When talking with people who are not members of this group, I understand that I may report anything that happens in the group as long as I do not name or identify individual members in connection with incidents that might embarrass them or reflect unfavorably upon them.

2) Directness: If I am dissatisfied with the way the group is going, I will report my reactions directly to the group itself when it is in session.

   If, outside of a regular session, another member tells me of his dissatisfactions with the group, I will suggest that he bring the matter up with the total group at a regular session.

3) Survey: Any member may ask for a survey at any time. The requesting member states what he wants to know from the total group. Some other member then paraphrases or clarifies the topic until all are clear what they are being asked. Each person, in turn, briefly states his current position on the topic in two or three sentences.

   A survey is not a vote. It does not bind the group or its members.

   A survey must be taken at the time it is requested; it suspends any other activity.

DECISION BY CONSENSUS

INSTRUCTIONS: This is an exercise in group decision-making. Your group is to employ the method of Group Consensus in reaching its decision. This means that the prediction for each of the items must be agreed upon by each group member before it becomes a part of the group decision. Consensus is difficult to reach. Therefore, not every ranking will meet with everyone's complete approval. Try, as a group, to make each ranking one with which all group members can at least partially agree. Here are some guides to use in reaching consensus:

1. Avoid arguing for your own individual judgments. Approach the task on the basis of logic.
2. Avoid changing your mind only in order to reach agreement and avoid conflict. Support only solutions with which you are able to agree somewhat, at least.
3. Avoid "conflict-reducing" techniques such as majority vote, averaging or trading in reaching decision.
4. View differences of opinion as helpful rather than as a hindrance in decision making.

SESSION I

Purpose: Help the group members become acquainted and at ease with each other. Introduce them to the concept of communication skills, non-evaluative feedback, and structured laboratory learning.*

Task: Who am I in pairs and discussion of personal goals and expectations in the total group.

Materials:
1) Paper, pencils
2) Pins
3) Objectives
4) (For leaders only) "Questions to ask about a Group's Interpersonal Process"
5) "Summary of Basic Communication Skills for Improving Interpersonal Relationships"

Suggested Time Schedule
5 min. -- Introduction
60 min. -- Who Am I?
15 min. -- Check of perceptions (optional)
5 min. -- Introduce structured laboratory learning and communication skills. Pass out "Summary of Basic Communication Skills for Improving Interpersonal Relationships" paper
25 min. -- Sharing of expectations

Introduction: Introduce leaders, explain the "Who am I" task. Pass out paper, pencils and pins; explain that each person is to write ten words, phrases, or sentences which describe him. Ask members to refrain from giving answers in the form of roles, such as "student", "husband", etc.

Task:
1) Allow about ten minutes for group to fill out "Who am I" sheet. Have them pin the papers to their shoulders then choose a partner to whom they will talk for three minutes. Call time, choose new partners, and talk for three minutes again. Continue until every group member has talked to every other group member.

2) OPTIONAL When this has been completed, mention that often we form impressions of people by their appearance. Gently mention one or two positive impressions which you formed and which were modified by talking to the person. Ask if anyone else had this experience.

---

*Structured laboratory learning has a specific goal for each session with a task, activity, or exercise to implement the goal. This is in opposition to an unstructured group where the group leader withdraws and lets the group find its own way.

Sharing of Expectations

Often, when people commit themselves to participation in groups such as these, they enter the experience with few, if any, concrete ideas, about exactly what they are getting into. By sharing their expectations, anxieties, apprehensions, ambivalences, etc., they can begin to get a more comprehensive view of (a) what they might hope to gain from participation in this program, and (b) what sorts of things will be taking place during the sessions and for what purposes. This exercise will serve to further acquaint members with each other, allow them to air their concerns about this training program, and begin to set the stage for personal goal change statements for Session Two.

Start this exercise by having members share expectations first in dyads, then in quartets, then in total groups. You may wish to ask members to paraphrase their fellow-members' expectations in the quartets and total group sharing.

SESSION II

Purpose

The purpose is to confront the group with the problem of developing trust and confidentiality directly and to provide possible guidelines for group action in the form of group agreements. The principal skill to be introduced at this first session is the skill of paraphrasing.

Communication Skill

Paraphrasing is stating in your own way what another's remark conveys to you, the other can begin to determine whether his message is coming through as he intended. Paraphrase is used here as a term for any means of showing the other person what his idea or suggestion means to you.*

Task

The Group Agreements are distributed. The task at the bottom of the sheet is restated by the leader.

Materials

1) Group Agreements
2) Communication skill--paraphrasing

Suggested Time Schedule

5 minutes -- Introduction to task
-- Discussion of task by group
(Leader models paraphrasing when the first opportunity arises in the group, and encourages group members to paraphrase when there are unclear statements.)

30 minutes -- Behavioral goal setting

Task

Distribute Group Agreements and restate the group's task as described at the bottom of the page. Inasmuch as you will be part of the group, you will want probably to have some voice in the agreements made. Your contributions to the making of decisions and exploring alternatives should be kept to a minimum; but this does not mean withdrawing from the discussion. To decrease the group's reliance on you as an initiator of direction, it helps to look at the floor rather than individual members; and when you respond to a question, don't look directly at the person you are addressing. In other words, give as little reinforcement as possible in your role as leader. Repeat the task if group members ask you questions which indicate a dependence on you for providing direction to the discussion. Force the responsibility for agreement on the group; if you have no strong preferences on a particular issue, indicate that you will go along with any agreement the group makes.

---

*Taken from John Wallen's paper, "Paraphrase: A Basic Communication Skill for Improving Interpersonal Relationships"

--If the group starts discussing something else, interrupt to ask the group at large what agreement has been reached, since you did not understand what the group had agreed to do.

--By use of questions like those above, keep the group on the topic in a supportive but firm manner.

Group Leader's Role

To model paraphrasing in the group during the task and to encourage group members in the use of this skill. For example, if an individual says that confidentiality is important to them, the leader might ask what it means to them. After the term has been defined the leader tries to paraphrase what the individual has said and asks for a check. If the leader is not accurate he tries again. If the group members do not use the skill the group leader can encourage them. Person A did not understand what person B just said and could A paraphrase it for him (assuming A and B are talking together about the task)? The leader might say to A, "Did you understand what B just said? Could A paraphrase it for him?

Group Process

Make a mental note of how the group reached its decision, but do not call attention to the method. (Did everyone agree? Did the group accept and follow any of the bids for leadership? Whose? Was there anyone in the group to whom the group did not listen or to whom they made no response? Did the group as a whole make sure that everyone expressed his opinions? Who was left out? How did they respond to being left out?)

This information will provide the beginnings of a "data bank" that the group leaders can draw on in future meetings, the data being individual and group reactions and interactions.

The discussion of the task may have taken any one of several possible directions since it was non-directed. The most likely thing that will have happened in a stranger group is that participants will have taken time to feel each other out and talk about the issues.

Behavioral Goal Setting

Explain personal goal change* to the group. In programs like this one the greatest progress is made by students who very early identify the sort of personal behavior they want to change and sharing this with other members of the group. In this way they receive help in doing so, and commit themselves to working toward this change in behavior. Urge members to give very serious thought to identifying the specific kinds of changes they want to make in their own personal behavior and to describe an end state for behavior resulting from this lab. Then discuss your own personal goal change and encourage other members to state theirs.

*Personal goal change is best stated in specific behavioral terms that reflect behavior the group can observe, e.g., "I talk too much."

Paraphrase

A Basic Communication Skill for Improving Interpersonal Relationships

The Problem: Tell somebody your phone number and he will usually repeat it to make sure he heard it correctly. However, if you make a complicated statement, most people will express agreement or disagreement without trying to insure that they are responding to what you intend. Most people seem to assume that what they understand from a statement is what the other intends.

How do you check to make sure that you understand another person's ideas, information, or suggestions as he intended them? How do you know that his remark means the same to you as it does to him?

Of course, you can get the other person to clarify his remark by asking, "What do you mean?" or "Tell me more," or by saying "I don't understand." However, after he has elaborated you still face the same question. "Am I understanding his idea as he intended it to be understood?" Your feeling of certainty is no evidence that you do in fact understand.

The Skill: If you state in your own way what his remark conveys to you, the other can begin to determine whether his message is coming through as he intended. Then, if he thinks you misunderstood, he can speak directly to the specific misunderstanding you have revealed. I will use the term "paraphrase" for any means of showing the other person some of the meaning you got from what he said.

Paraphrasing, then, is any way of revealing your understanding of the other person's comment to test your understanding.

An additional benefit of paraphrasing is that it lets the other know that you are interested in him. It is evidence that you do want to understand what he means. If you can satisfy the other that you really do understand his point, he will probably be more willing to attempt to understand your views.

Paraphrasing, thus, is crucial in attempting to bridge the interpersonal gap. (1) It increases the accuracy of communication, and thus the degree of mutual or shared understanding. (2) The act of paraphrasing itself conveys feeling -- your interest in the other, your concern to see how he views things.

Learning to paraphrase: People sometimes think of paraphrasing as merely putting the other person's ideas in another way. They try to say the same thing with different words. Such word-swapping may merely result in an illusion of mutual understanding, as in the following example.

Sarah: Jim should never have become a teacher.
Fred: You mean teaching isn't the right job for him?
Sarah: Exactly! Teaching is not the right job for Jim.

Instead of trying to re-word Sarah's statement, Fred might have asked himself, "What does Sarah's statement mean to me?" In that case the interchange might have sounded like this.

Sarah: Jim should never have become a teacher.
Fred: You mean he is too harsh with children, maybe even cruel?
Sarah: Oh, no. I meant that he has such expensive tastes that he can't ever earn enough as a teacher.
Fred: Oh, I see. You think he should have gone into a field that would have insured him a higher standard of living.
Sarah: Exactly! Teaching is not the right job for Jim.

Effective paraphrasing is not a trick or a verbal gimmick. It comes from an attitude, a desire to know what the other means. And to satisfy this desire you reveal the meaning his comment had for you so that the other can check whether it matches the meaning he intended it to convey.

If the other's statement was general, it may convey something specific to you.

Larry: I'd certainly like to own this book.
You: Does it have useful information in it?
Larry: I don't know about that; I mean the binding is beautiful.

Possibly the other's comment suggests an example to you.

Laura: This text has too many omissions; we should't adopt it.
You: Do you mean, for example, that it contains nothing about the Negro's role in the development of America?
Laura: Yes, that't one example. It also lacks any discussion of the development of the arts in America.

If the speaker's comment was very specific, it may convey a more general idea to you

Ralph: Do you have 25 pencils I can borrow for my class?
You: Do you just want something for them to write with? I have about 15 ball-point pens and 10 or 11 pencils.
Ralph: Great. Anything that will write will do.

Sometimes the other's idea will suggest its inverse or opposite to you.

Stanley: I think the Teacher's Union acts so irresponsibly because the Administration has ignored them for so long.
You: Do you mean that the T.U. would be less militant now if the Administration had consulted with them in the past?
Stanley: Certainly. I think the T.U. is being forced to more and more desperate measures.

To develop your skill in understanding others, try different ways of (1) conveying your interest in understanding what they mean, (2) revealing what the other's statements mean to you. Find out what kinds of responses are helpful ways of paraphrasing for you.

The next time someone is angry with you or is criticizing you, try to paraphrase until you can demonstrate that you understand what he is trying to convey as he intends it. What effect does this have on your feelings and on his?

PERCEPTION CHECK

Perception check: You describe what you perceive to be the other's inner state in order to check whether you do understand what he feels. That is, you test to see whether you have decoded his expressions of feeling accurately. You transform his expressions of feeling into a tentative description of his feeling. A good perception check conveys this message, "I want to understand your feelings -- is this (making a description of his feelings) the way you feel?

Example:

"I get the impression you are angry with me. Are you?
(NOT: "Why are you so angry with me?" This is mind reading, not perception checking.)

"Am I right that you feel disappointed that nobody commented on your suggestion?"

"I'm not sure whether your expression means that my comment hurt your feelings, irritated you, or confused you."

Note that a perception check (1) describes the other's feelings, and (2) does not express disapproval or approval. It merely conveys, "This is how I understand your feelings. Am I accurate?"

Your perception of another person's feelings often results more from what you are feeling, or are afraid of, or are wishing for than from the other person's words, tone, gestures, facial expressions, etc. Thus, if you feel guilty, you may perceive others as angry or accusing toward you. Our inferences about other people's feelings can be, often are, inaccurate. Thus it is important to check them out. Perception--checking responses aim to (1) convey that you want to understand the other as a person -- and that means understanding his feelings, and (2) help you avoid actions that you later regret because they were based on false assumptions of what the other was feeling.

Adapted from a paper by
John L. Wallen
Northwest Regional Education Laboratory
1968

SESSION III

Purpose — To teach the participants how to describe behavior rather than interpret or evaluate behavior; to provide practice in this skill.

Communication Skill — Behavior description. The skill of describing observable behavior requires the participants to observe behavior (e.g., I notice that you raise your eyebrow whenever a participant expresses a feeling.) and to discriminate between observable behavior and implied feeling.

Task — The task is to observe several simulation skits. The emphasis is 1) on nonverbal cues, and 2) on observing interaction between persons in the skits. Once the skits are over, leaders ask group members for descriptions of behavior seen in the skits and write these descriptions on the board. Members then examine the statements to see if they describe actual behavior.

Materials
1) Communication Skill: Behavior Description
2) Feedback paper

Suggested Time Schedule
5 minutes -- Introduce behavior description
50 minutes -- Simulation skits and behavior description statements
5 minutes -- Distribute and review communication skill handout
60 minutes -- Debrief total group

Introduction of second communication skill, behavior description . 5 minutes

Participants must perfect this skill if they want to give and receive information about their behavior.

Leaders paraphrase the following for the group: By perfecting the skill of behavior description you can increase your understanding of messages you respond to which others did not send; you can see how you misread other people; you can see how you communicate messages you are not aware of; you can gradually see how others see you differently than you see yourself.

Simulation Skits (40 min.) — Two group members at a time put on four or five simulation skits in which they play themselves on the theme of behavior description. Brief each one of the pair separately. After each skit, ask the observing group members to describe the behavior they saw during the performance. Write the descriptions on a blackboard or on newsprint until 5 or 6 are mentioned without evaluation or discussion about the accuracy or validity of the descriptions. Try to get statements from several people in the group. Then review the descriptions with the group, and with the members, determine whether or not the statements are actually descriptions of behavior.

3 minutes — 1) A tries to carry on a professional conversation with B. B opposes everything A says and appears to be trying to show A up.

3 minutes — 2) B is attempting to carry on a conversation with A. A never lets B finish a sentence or complete a thought, but cuts in every time B starts talking. However, after A finishes, he waits for B to start again.

3 minutes — 3) A tries to talk with B who in non-verbal ways shows that he is bored. However, he talks and says he is very interested.

3 minutes — 4) B is talking with A who non-verbally shows that he is very angry and upset, although when asked he keeps saying that he is not angry or disturbed.

3 minutes — 5) B is talking with A about the same subject, but each is interested in a different aspect of the subject. Neither seems aware of this difference and seem to be talking at cross purposes.

An alternative approach to simulation skits involves assigning roles alone to two group members at a time and then allowing the two to create their own skit around those roles.

Some possible role pairs are as follows:

1) Policeman and black man
2) Parent and child
3) Professor/teacher and student
4) Political liberal and conservative
5) Employer and employee

5 minutes — Distribute communication skill paper and review to insure understanding.

Debriefing — Total debriefing time, 60 minutes. Allow 20-40 minutes for reactions to the skits (from either the viewpoint of performer or observer) and the balance of the time to personal goal changes.

1) Move now from the description of behavior in the skits to a discussion of the relationship of behavior description to personal change goals. Let the group deal with the subject. If the group lets your comment PLOP!, you can comment that it plopped and then give your reaction to its having plopped; e.g.,"I feel_____."

2) If anyone decides to share his own personal change goal with the group, it is now appropriate to ask the group how "we" can help the person. Is it within our power to help him? Why, or why not? Is the goal change the type that can be helped through the use of feedback? What kind of feedback would the person like? Are the group members willing to do this for the person?

If a participant's personal goal change is susceptible to feedback, the group leader would comment on his behavior in the group in relation to his goal.

FEEDBACK

I. Definition: The word feedback comes from a device built into guided missiles which enables observers to know more about its flight, and which internally helps the missile change direction in order to stay on target.

II. Feedback a common experience. We get it both as groups and as individuals.

Examples of informal feedback to groups:

A. The people who never come again
B. The amount of interest or lack of it
C. The things people say after the meeting(if we could hear them).

Examples of informal feedback to us as individuals:

A. I am listened to or ignored
B. People like or don't like what I say or do
C. I have influence or I don't

Informal feedback is both verbal and non-verbal.

III. Experience of groups without planned feedback:

A. When no plan is built in to secure and use feedback, the group defines its goal, decides on and takes action, and either succeeds or fails to achieve its goal. (Actually, without some feedback, the group may not even know whether it has succeeded or failed. In a learning situation, for example, some kind of a test may be needed to see whether members of the group have learned what was planned.)

B. If the group succeeds, there may be satisfaction. But why did we succeed? Can we do it next time? What factors in the operation helped us to success, so that we can try to include these factors in other groups and activities? Without planned feedback we have no way of using this group experience as a learning experience. We may be wasting much valuable material.

C. If the group fails, why? Does this prove that groups are no good? Who or what can we blame? The frustration of failure will probably make us look for someone or something to blame. If the blame is leveled at members of the group, this makes for bad interpersonal relations and hostility. Without planned feedback it will be very difficult to isolate the factors which made for failure, so that they may be changed the next time.

Were our goals unclear or unrealistic? Were our methods of action wrong? Were group maintenance needs neglected so that we could not function adequately? Unless we know, we cannot turn the experience of failure into the valuable learning experience it could be. Again, time, energy and experience have been wasted.

IV. Types of planned feedback to groups:

A. Post Meeting Reaction or feedback sheets

1. These sheets are usable in on-going groups or in one of a series of meetings, the material to be used in planning the next meeting.

2. Anonymity of written comments is useful in groups unaccustomed to frank feedback.

3. Getting such material from all members prevents the distortions of haphazard feedback. (Example of haphazard feedback: One person expresses his opinion to ten people, and judgment is that "many feel this way.")

4. It is good for all of us to see that reactions of others may differ from ours.

5. If we write our opinion, it may solidify it a little. This could be good or bad. It may help us resist pressure to conform to others' judgments. It may make us feel some commitment to do something about it.

B. Use a process observer, who may report to the group or consult with a leader.

C. A definite plan to pause at intervals in the meeting to ask, "Where are we?" or "What are we doing?"

D. The setting of a group standard whereby leader and members are sensitive to group process and are free to make observations and comments whenever they can be helpful to the group process.

In all of these, and other methods of planned feedback, we must be sure that:

1. The feedback is used.
2. It is shared as far as possible by the entire group. If the group as a whole is to learn and to make decisions, it must share in the diagnosis of its difficulties and its effectiveness.
3. It is relevant to the needs of the group. If we need to know whether or not something was learned, or attitudes changed, it doesn't help much to have a Post-Meeting Reaction sheet (P.M.R.) which says, "I liked . . . I didn't like . . . this session."

V. Planned feedback to individuals

A. Research has shown that there is much more negative than positive feedback in most situations. Parents and teachers, for example, tend to punish much more often than praise. Most of us are quicker to criticize others than commend them. WHY IS THIS SO?

1. Fear that we will merely flatter or be thought insincere.
2. Are we inept from lack of practice?
3. We all like to receive positive feedback. Others feel the same.
4. Is this a reflection of our cultural stereotype of masculine behavior which does not show feelings? Do women adopt this pattern in groups?
5. Does our reluctance to give positive feedback reflect a deep-seated hostility to others?

B. How can we give negative feedback, when we must, without implying rejection of the person? How can we receive it without feeling rejection or becoming defensive?

1. If an atmosphere of trust, and a warm relationship exists between two people, negative feedback may be handled constructively.

2. Negative feedback can be "taken" more easily from an objective observer whose relationship to us is quite impersonal. Taped feedback can be accepted sometimes when face-to-face cannot.

3. We can accept feedback when we have the resources to do something about the criticism.

C. Giving and receiving individual feedback

1. In giving feedback (especially negative) -- wait until an atmosphere of trust and mutual liking exists. Be sure it will be helpful to the other's behavior -- not just an expression of your own irritation.

   Watch your tone of voice. Avoid "loaded" words. Make all observations tentatively. Limit your comments to observable behavior, don't try to analyze why.

2. Receiving: Ask for it, especially in new groups, or if you are in a leadership role. Listen to it. Try to put it to use in a way which the group can see. Watch that defensiveness.

* * * * *

Our culture seems to "accentuate the positive" and assume that the negative is always bad. Hence we tend to avoid or suppress any negative reactions. While all feedback is not negative, by any means, we often assume that it will be. The critical or negative reaction, or the person who seems to be negative, can often be the most helpful to a group or an individual. If we can recognize this we can use feedback to help us achieve our goals and to improve out learning.

* * * * *

REFERENCE:

Bradford, L., Stock, D., and Horwitz, M., "Improving Group Efficiency" in Understand How Groups Work. Adult Education Association, Leadership Pamphlet No. 4

SESSION IV

Purpose: The goal of this session is to teach the group the relationship between feelings and behavior; to teach the participants how to describe feelings and how to practice the skill.

Communication Skill: Describe feelings. It is possible to help others understand more accurately just how one feels by naming or identifying the feelings that are being experienced - and by naming a specific kind of feeling.

Task: The task is to complete the exercise based on the communication skill of describing feelings, and to practice this skill during debriefing.

Materials:
1) Communication of Feeling, task and codebook
2) Paper on Emotions as Problems

Time Schedule:
10 minutes -- Introduction and Lecture on Skill
20 minutes -- Exercise I
20 minutes -- Exercise II > alone and in helping trios
20 minutes -- Exercise III
50 minutes -- Debrief group

Supplemental Task: One group member is encircled by the rest of the members of the group. While the person in the center stands in one spot, pivoting on his feet or ankles, the others catch and support him and pass him on to others around the circle. At the beginning of the exercise the circle should have a rather small diameter, but may widen by having each person in the circle step back slightly every few minutes. The exercise may be repeated with other members in the center of the circle.

Debriefing may focus on the feelings of trust of the "faller" and responsibility on the part of the "catchers."

SESSION IV

1) Introduction (10 minutes)
Leaders paraphrase the following for the group.

This skill helps others understand you as a person--helps others understand what you are feeling. At the same time it helps you see how feelings influence behavior. You need to be able to describe feeling in order to understand the influence of feeling on behavior.

--The perception of feeling is inside a person but it is thought to be outside, e.g., You taste a sour apple. You usually think of the characteristic "sourness" as residing in the apple. However, the perception of sourness is in the person doing the tasting.

--It is quite common for people to locate the characteristic (sour) outside themselves.

--Sometimes it is difficult to know what we are feeling. We have learned to feel in terms of the characteristics of others; e.g., "She is a wonderful person" rather than "I enjoy her."

--When you say, "She is a wonderful person" you express a feeling rather than describing it; you make a judgment about the other person's traits. When you say, "I enjoy her" you describe not only how you feel about her, but you name a specific kind of feeling.

--The difference between expressing feelings and describing feelings is considerable. "She is a wonderful person", for example, may have described the feeling, I respect her abilities."

--In short, expression of feeling may come from a number of quite different feelings.

--Thus, expression of feeling alone can easily lead to misunderstanding.

--If you want others to understand accurately how you feel, it is important to describe your feelings. Descriptions are less ambiguous than expressions of feelings.

2) Pass out the paper on Emotions as Problems and the Feeling Exercises.

SESSION IV

3) TASK

Ask the group to take about 5 minutes to complete Section I -- Expression in Words. Have the group break into trios to discuss answers. Repeat with II--Non-verbal Expressions of Feelings and III--How Do You Express Your Feelings? (Total of 20 minutes for each section.)

Leaders should make a mental note of how members communicate their feelings, especially in Exercise III where they are asked to state how they communicate without words. These data could be used in the group as follows:

--During the remaining 50 minutes use the four communication skills to help understand what people are feeling and what is happening in the group.

--Are members of the group bored, uninterested, etc.? Check it out.

--Confront the group with your perception of what is happening and ask for a perception check from others. What does the group as a whole want to do about it?

--How can personal goal changes be achieved if no one will give feedback?

--What does this information mean to the group members? How will they get the information they need and want if no one will report it?

--What can we do to make it easier for people to report such information? Ask them!

--What keeps people from reporting this information or data? Ask them!

Let the group debrief on the feeling exercises or whatever is important to them at the time.

--Group leaders should withdraw from the leadership role they have assumed during the task exercises and rely on the communication skills to look at group interaction and individual behavior.

4) Pass out communication skill sheet at the session's conclusion.

SESSION V

Purpose: The purpose of this session is to generate strong and genuine feelings and to afford an opportunity to practice a new communication skill in regard to those feelings -- the perception check.

Communication Skill: Perception check. A good perception check conveys this message: "I want to understand your feelings, is this (making a statement of feeling) the way you feel?" A good perception check does not express approval or disapproval of the feelings.

Task: The group is divided into two groups of five; extra members become observers. Each group is given the Five Square Puzzle which requires that each person in the group put together an 8" x 8" square from the pieces given him. The task is impossible to complete unless the members work in cooperation with each other.

Materials:
1) Two Five Square Puzzles
2) Observer forms
3) Communication skill sheet:--Perception Check
4) Paper: The Interpersonal Effect of Various Responses

Time Schedule:
10 minutes --Introduction to skill - perception checking
45 minutes --Task, Five Square Puzzle
30 minutes --Debriefing within task groups
35 minutes --Debriefing total group

SESSION V

INTRODUCTION TO SKILL EXERCISE (5 minutes)

Verbally introduce the last communication skill, perception check, as a vehicle by which group members may better understand what happens during the puzzle task. Paraphrase the following to the group:

--The skill of perception checking consists of stating what you perceive another to be feeling.

--A perception check conveys the message that you want to understand another's feeling.

--Perception check is not used to express disapproval or approval of the feeling of the other.

--A person's perception of another's feeling is often based on his own feelings; e.g., if you feel guilty you may perceive others as angry or threatening to you.

INTRODUCTION (5 minutes)

Have the group count off by two's to form two groups.

--Each group leader attaches himself to a group.

--Each group should have a table (or the floor) to work around. The task calls for 5 persons; if there are more than 5, the remainder act as observers.

--The observers are given observer forms on which they make notes to use in reporting to the group. Once the task is started, the observers do not talk to the task group.

--Hand out puzzle packets to the task group members. Read the instructions for the task to them.

THE TASK (45 minutes)

Groups are given 45 minutes to complete the task; if the task is completed before that time, the group should start its debriefing process immediately. Group leaders will see that the instructions are followed.

SESSION V

DEBRIEFING: Individual Groups (30 minutes)

When the group completes the task (or when the time limit has been reached) each group debriefs immediately.

Groups can discuss how they felt during the task. Suggested questions:

--How did those who completed their puzzle first feel?

--How did those who were unable to complete their puzzle feel?

--How did those who had someone take one of their pieces feel?

--How did those who took pieces feel about doing so?

During the debriefing the group leaders should model perception checking. Use perception checking to help the group understand what happened during the puzzle task. (see suggestions below)

DEBRIEFING: Total Group (25 minutes)

Using perception check, debrief in the total group.

--Continue in the same way as in the individual group debriefing. Have the total group look at what happened in the group during the puzzle task.

--Did the puzzle task touch on anyone's personal goal change? How? Any feedback from anyone?

Hand out the paper, "The Interpersonal Effect of Various Responses." The group members may want to look at some of their responses in the group within this form-of-reference.

Hand out the Perception Check skill sheet.

FIVE SQUARE EXERCISE

Introductions to Group Members

1. Each member is to attempt to assemble an 8" x 8" square directly in front of him at his work place.

2. Each member's puzzle pieces must be kept in front of him at his work place, except for those pieces he is giving to another member.

3. No member is to talk, signal, or gesture in any way which would provide guidance, direction, or suggestion to any other group member. For example, no member may signal that he wants a puzzle piece from another member.

4. Any member may give any of his pieces to any other member.

5. No member may take a piece that has not been offered by another member.

6. The exercise is finished when all five members of the group have constructed their squares.

OBSERVER FORM --- Puzzle Task

The following suggestions are ways to utilize your objectivity as an observer. You might need to keep notes for a brief report of the interaction in the group during debriefing.

--You can keep track of exactly what happened.

--You can notice those situations which either slowed the group down or speeded it along.

--You can observe the non-verbal behavior of different group members.

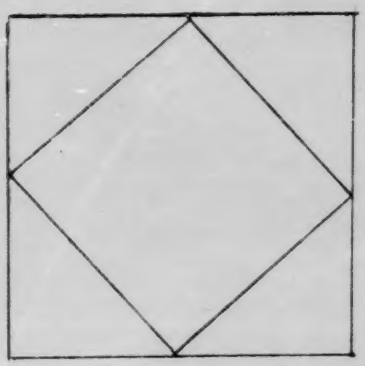
--You can observe how the group members work together.

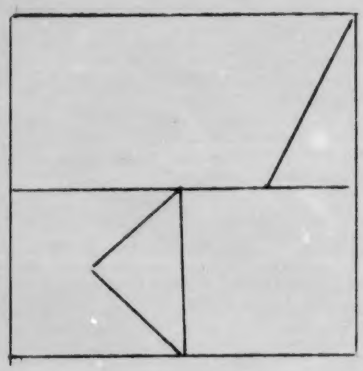
As an observer you should remain silent during the puzzle task.

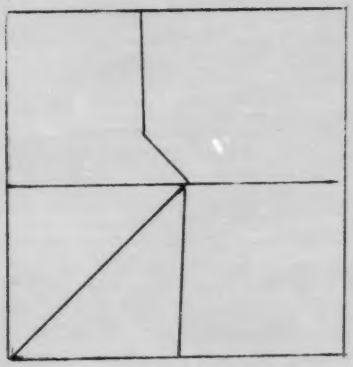
THE FIVE SQUARE PUZZLE

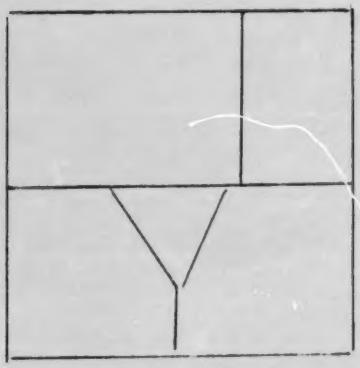
This diagram shows the correct construction of the puzzle for one group of five persons. Each square is 8" x 8" and contains five pieces when completed.

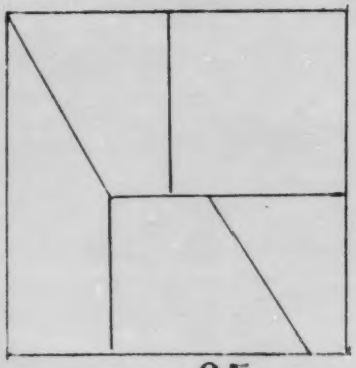
At the outset, each person receives a packet containing five pieces--one from each of the completed squares.







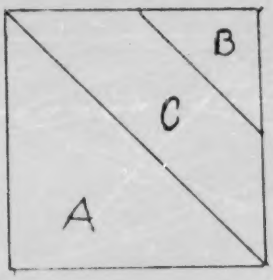


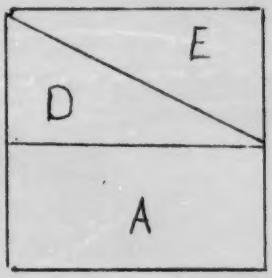


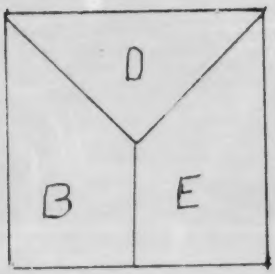
THE FIVE SQUARE PUZZLE

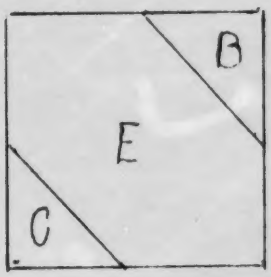
This diagram shows the pieces needed for one group of five persons and the way in which the pieces fit together into five squares.

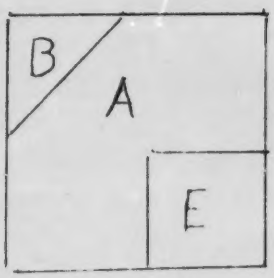
At the outset, the pieces labeled "A" are given to the participant labeled "A", the "B" pieces are given to B, etc.











SESSION VI

Purpose: The purpose of this session is to help the group members discover what prevents them from giving and receiving help from others.

Task: A blindfold exercise is used. The group is divided into dyads. One member of the dyad is given a blindfold; he must then be helped around the room--to pick up something to drink, get seated, etc. After 10 minutes the process is reversed. The second number of the dyad now needs to be helped in the same way to get and eat dessert.

Materials:
1) Blindfolds
2) Paper on the Helping Relationship
3) Fruit juice or coffee, cups, napkins, cookies

Suggested Time Schedule:
5 minutes -- Getting settled, setting up juice and cookies
5 minutes -- Introduction to task
10 minutes -- Dyad 1
10 minutes -- Dyad 2
70 minutes -- Debriefing in total group

SESSION VI

Setting up: (5 minutes)
Group leaders set up a table with paper cups, napkins

Ask the groups to form dyads. Count off by 2's. Let the 1's choose a partner from anong the 2's; choices may be based on "Who do I want to get to know better?" "With whom have I had very little interaction?" "Who do I already know?"

--Distribute blindfolds; ask one member of each dyad to put on the blindfold.

Dyad #1 (10 minutes)
The member of the dyad who is not blindfolded now leads his blindfolded partner around the room and outside if possible. He is to acquaint his blindfolded partner with the environment by introducing him to passers-by and, in general, acting as "eyes" for his partner. To finish the first half of the exercise, the blindfolded partner is brought back to the room, seated in a chair, and helped to drink coffee. The unblindfolded partner should not simply place the cup of coffee in his partner's hands and let him do the rest, but should maximize the helping function by lifting the cup to his partner's mouth, tipping the cup, and setting it down again.

Dyad #2 (10 minutes)
Group leaders signal that it is time to change blindfolds and with roles reversed, after roaming again, go to the table for cookies (which leaders have brought out in the meantime).

Debriefing (70 minutes)
Debrief the total group. Ask the following questions (paraphrase)

--How did it feel to be helped? Did you like it? Why?

--How did it feel to be the guide for someone lese? Did you like it? Why?

Is the inability to accept or receive help related to anyone's personal goal change? How? Can the group give any feedback? Encourage use of communication skills by your use of them in the group.

Handout Pass out Benne paper, The Helping Relationship

SESSION VI

Supplemental Tasks

1) Helping Relationships

Each trio consists of a helper, a helpee, and an observer. Members choose their initial role, but roles will be changed every ten minutes.

--Within each ten minutes, the helpee is to present a problem or a situation with which he wants help; the helper is to help. The helping operation should take seven to eight minutes, then the observer is to comment on the process on the basis of the ideas in Benne's paper, e.g., what is helpful, what is not?

One group leader needs to keep track of the time and make sure that roles are switched every ten minutes.

2) Blind Group Line

The group forms a line by linking hands and put on blindfolds or close eyes. With an unblindfolded person on each end of the line to provide guidance, the group roams and explores. Talking is allowed between the blindfolded and unblindfolded "guiders." Blindfolded members may wish to instruct their "guiders" to carry out specific actions.

This exercise allows the group to participate in an activity together after the dyadic helping earlier in the session. Individuals often think of their own difficulties as being unique to themselves, but here members of the group actively engage in an activity which poses a difficulty that is shared with others. Thus, using the resources of the group, the helping relationship in other than a dyadic context is emphasized.

UCC. 7-22-69
NW:ht

HOLLOW SQUARE

BRIEFING SHEET FOR PLANNING TEAM

Each of you will be given a packet containing four pieces which, when properly assembled, will make a hollow square design.

Your task

During a period of 45 minutes you are to do the following:

1. Plan how the 16 pieces distributed among you should be assembled to make the design.

2. Instruct your OPERATING TEAM on how to implement your plan (you may begin instructing your OPERATING TEAM at any time during the 45 minute period--but no later than 5 minutes before they are to begin the assembling process).

General Rules

1. You must keep all pieces you have in front of you at all times.

2. You must not touch or trade pieces with other members of your team during the planning or instructing phase.

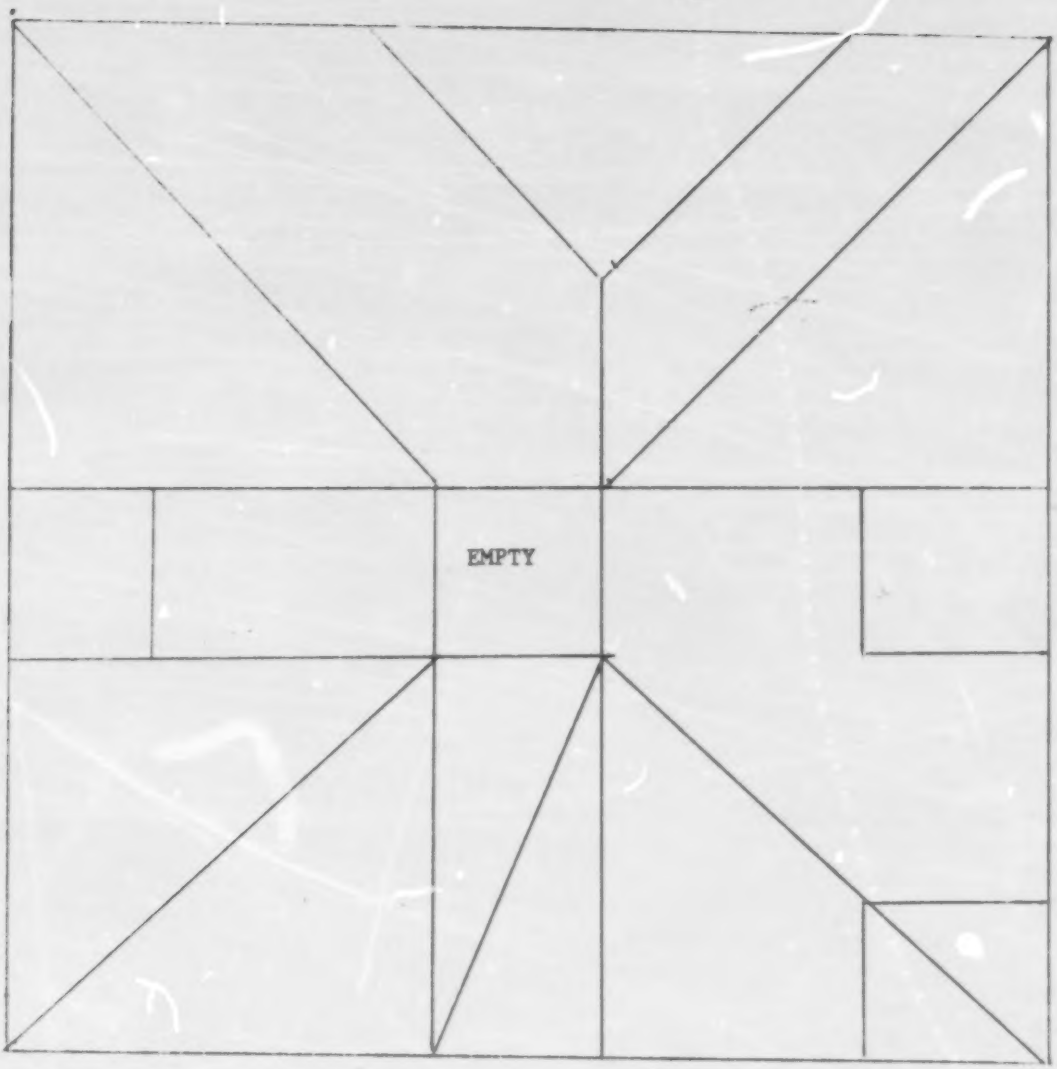
3. You may not show the sheet with the detailed design to the OPERATING TEAM at any time.

4. You may not assemble the entire square at any time (this is to be left to your OPERATING TEAM).

5. You are not to mark on any of the pieces.

6. Members of your OPERATING TEAM must also observe the above rules until the signal is given to begin the assembling.

7. When time is called for your OPERATING TEAM to begin assembling the pieces, you may give no further instructions but are to observe the operation.


EMPTY

Group Atmosphere Check List

Circle the words that best characterize this group session.

Group Composite	
_____	Rewarding
_____	Sluggish
_____	Cooperative
_____	Competitive
_____	Play
_____	Work
_____	Fight
_____	Flight
_____	Tense

*Adapted from Weschler, I.R. And E.H. Schein, Issues in Human Relations Training. Washington, D.C.: National Training Laboratories, National Education Association, 1962, Pg. 68.

DECISION MAKING

Evaluation of the Decision-Making Activities

This evaluation is to be completed by the teacher to help in determining the usefulness and effectiveness of this teaching device.

1. Subject area in which this material was used _____

   How many students were involved in Group Guidance? _____

2. Do you feel this should be taught as a separate group guidance class rather than in a specific curriculum area? . . . . . Yes____ No____

3. Do you feel the material would be more effective in a smaller group? . . . . . Yes____ No____

4. Should the guide be more specific? . . . . . Yes____ No____

5. Did you make use of the material? . . . . . Yes____ No____

6. Did you alter the material in any way? . . . . . Yes____ No____
   (Suggestions for improvement are always welcome.)

7. Did you find the material workable? . Good____ Fair____ Poor____

8. How did the students receive the material?

	Well Well	Fair Fair	Poorly Poorly
a. Process of Individual Decision-Making	____	____	____
b. Your Own Values	____	____	____
c. Honesty	____	____	____
d. Skills in helping others understand you as a person	____	____	____
e. Anxiety About Future or Conflict with Parental Wishes for Future	____	____	____
f. The "T" Diagram	____	____	____
g. Improving Self-Concept . . . . . (1) My World (2) Value Judgment	____	____	____
h. Overcoming Apathy . . . . . (1) Who Am I	____	____	____
i. Conforming to the Standards of Others	____	____	____

9. List any other areas in which the students felt a need for decision-making skills:

10. Did you find the resource list useful? Yes_____ No_____
Which ones did you use?

11. What improvements do you feel should be made in the program?

GROUP GUIDANCE

STAFF SURVEY

After In-Service

1. Do you feel our students have need for a group guidance program?

   Yes_____ No_____ Uncertain_____

2. I am able to identify my role in the group guidance decision making process as it relates to the student and the program.

   Yes_____ No_____ Uncertain_____

3. I am able to show an acceptance of values other than my own.

   Yes_____ No_____ Uncertain_____

4. I am able to describe my role in the group guidance process so that others can paraphrase that description.

   Yes_____ No_____ Uncertain_____

5. I am able to demonstrate a positive understanding toward the group guidance process by integrating decision skill awareness activities into subject areas.

   Yes_____ No_____ Uncertain_____

6. I am able to allow each student an opportunity to express himself regardless of his value system.

   Yes_____ No_____ Uncertain_____

7. I feel I will be able to go to another staff member and receive help in planning or understanding my role in the group guidance program.

   Yes_____ No_____ Uncertain_____

8. I am able to draw support from the faculty by demonstrating support for the group guidance process.

   Yes_____ No_____ Uncertain_____

9. I would have the opportunity to make use of the total facilities and staff.

Yes_____ No_____ Uncertain_____

10. I view my building as a place where I can plan and discuss the group guidance program.

Yes_____ No_____ Uncertain_____

11. I am able to identify available relevant group guidance resources.

Yes_____ No_____ Incertain_____

12. I would now find it possible to show a positive attitude toward the group guidance process.

Yes_____ No_____ Uncertain_____

13. I am now able to maintain a positive commitment toward the group guidance process.

Yes_____ No_____ Uncertain_____

14. I definitely plan to implement this material into my curriculum.

Yes_____ No_____ Uncertain_____

DECISION-MAKING SKILLS

Resources

Materials most readily useful to the classroom teacher are probably the professionally produced programs:

Deciding, published by College Board Review, Copyright 1972
A structured teaching unit with activities, concentrating on using values in making decisions.

Decision-Making, published by Scholastic Magazines, Inc. Copyright 1972

A brief unit which includes games, discussion topics, writing assignments, a poster and a set of visuals for use in role-playing.

Both programs are suitable for use with junior high students, and samples of each are available from the publishers.

For those interested in current research in the area of decision-making, studies are available on microfiche through IED. Contact Wilson Maynard for information.

RUPS (Research Utilizing Problem Solving) Classroom material available through Northwest Regional Educational Laboratory, 400 Lindsay Building, 710 S. W. Second Avenue, Portland, Ore. 97204. (Copy available from Ron Burge, Adm. Bldg.)

Exercises in communication, problem identification and solving, particularly appropriate for staff, senior high students.

Film strips from Guidance Associates, Inc., available through IED for pre-view:

"High School Course Selection and Your Career"

"Personal Commitment--Where Do You Stand?"

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Values Clarification in Junior High School, Abramowitz, Mildred and Claudia Macari. EDUCATIONAL LEADERSHIP, Vol. 29, #7 (April, 1972) pp. 621-626.

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Esther Hassell
July, 1974

GLEANINGS FROM THE O.S.U. VALUES CLARIFICATION AND DISTRICT 19 DECISION MAKING WORKSHOPS WHICH POINT TOWARD A MORE HUMANISTIC APPROACH TO EDUCATION.

THIS FOLLOWS THE DISTRICT 19 WORKSHOP'S GENERAL OBJECTIVE OF IMPROVING STUDENTS' SELF IMAGE BY ASSISTING THEM TO DEVELOP DECISION MAKING SKILLS.

POSSIBLE OUTCOMES which may be gained by studying values or valuing:

1. Be able to know more about themselves
2. Identify clearly their personal values
3. Give greater commitment to those values
4. Experience the satisfaction of achieving what is valued
5. Become more effective decision makers

A VALUE IS:

1. freely chosen
2. chosen from alternatives
3. chosen after reflection upon consequences
4. something you esteem, prize, and cherish
5. something you will publicly affirm
6. something that is acted upon
7. something that becomes a pattern in your life

Taken from the Teacher's or Leader's Guide to Deciding

SOME GUIDELINES when introducing a new subject into the curriculum, such as Decision Making, it would be great to have the entire faculty aware of it. Ill feeling and misunderstandings develop when this sort of communication is lacking. Let everyone in on the "good stuff."

Use Process
Dialogue
Avoid damaging overlap
Provide Time

SOME TOPICS TO PURSUE in a decision making class in the Values unit

1. Importance of values in the decision making process
2. The individual, personal nature of values
3. A definition of values
4. Recognition of values in others
5. Clarification of our own values
6. Identification of values in groups
7. Converting values into objectives for use in making decisions

A PLAN FOR DECISION MAKING

A. Examine, recognize, and realize the importance of what <u>you</u> <u>value</u> in regard to the decision.

B. Gather, know and use all the relevant information avaialble.
   1. Find all the alternatives--search for more than you see at first. Ask, read, think.
   2. Explore, think about the possible outcomes, consequences.
   3. Think about--weigh--the probability of outcomes, the relationships between actions and outcomes.
   4. Desirability of outcomes (personal preference)

********** The decision maker needs to thinkof the <u>kinds</u> of information necessary to him. Also, <u>sources</u>, <u>sequence</u>, and <u>interpretation</u>. Some sources of data might be: printed matter, ideas and opinions

Of others, surveys, tests, individual himself--past and present experiences. Check information for inaccuracies and distortion. Beware of ignorance regarding the data needed. This might result in using irrelevant data.

C. Know and use an effective strategy for converting these values, objectives, information and risks into an action.

****

Regarding Strategy: Calculating the risks associated with each alternative and applying what is learned to making the decision. Integrating these steps into a decision requires the use of a strategy.

Conditions under which all decisions are made can be divided into four classifications: Certainty, Risk, Uncertainty, Combination.

Strategies commonly used are Wish, Safe, Escape, and Combination.

(Much of the preceding "Plan" is contained in Raths' Valuing Process, p. 19 in the Values Clarification Handbook.

"EFFECTIVE DECISION MAKING REQUIRES THAT THE DECISION MAKER BE WILLING TO ACCEPT THE RESULTS OF HIS DECISION." When a person exercises his power, control and freedom he must be responsible for what happens.

SOME ACTIVITIES THAT WERE USED IN THE VALUES CLARIFICATION WORKSHOP WHICH LEAD TOWARD VALUING AND PERSONAL GROWTH.

The following are Dr. Simon's strategies used in the demonstration with fourteen teenagers:

1. Articles of Value Think of a tangible possession that has great significance in your life. Four students were given a short time to think and then time to tell of his choice.

2. Validation From whom do you need more approval--kind, validating words. What specifically do you want to hear? Again, four students were asked to respond.

3. Wiping Out Tell of an experience when you came close to death. Who would mourn for you? If you had wiped out yesterday, what are the important things that you would miss that you haven't done, or that you would miss doing the most?

4. Joy Tell what joy is to you.

5. Perfect days What would you do and experience in two perfect days? Describe them.

These activities were used in the class numbering approximately seventy-five adults:

1. Validation: Trios of people worked together. Each person spoke to his topic without interruption until time was called. Stopping immediately is important, also pausing with eyes closed to set ideas and for a transition period.
   a. Who validates you more than anyone else?
   b. Who are some people from whom you would like more validation?

2. I Learneds: Translate the listening and talking into "I learned that I _____." Use the same rules as in part 1.

   Also, these could be "I re-learned that I _____" or "I see that I need to_____."

3. More Validation: Each one in the trio tells (2 minutes) about running away from home. Then each of the others says, "They would have missed you if you had really gone away." You must then reply, "People today miss me after I go away."

   Be sure to vary the group size as you go along.

4. More validation: Think of people you need to validate. Take time for each to do this. (Time it.) Then others in the group are to say, "I wholeheartedly agree."

5. Inventories--The categories are endless. Use sextet.

   Example: Personalized Name Tags
   On a card or sheet provided, letter your first name in good-size letters at the center, leaving the four corners of the card free. In the upper left hand corner place the word History and under it the dates of first, a death which affected you. Next, an accomplishment you are proud to have made. Then, a turning point in your life, and last a success.

   In the upper right hand corner name some favorites:
   First - a movie
   Second - food
   Third - a place
   Fourth - a pastime

   In the lower right hand side name about four people who are nourishing (as opposing toxic) to you.

   In the lower left, some places. 1. Tranquility, 2. Love, 3. Tears, 4. Five delicious days. (You would change these categories in respect to the group with whom you are working, of course.)

   Now, to finish this side of your card, write at least five words ending in ing which denote things you value doing.
   Example--sharing

6. Group Concensus. Sextets. Time Limit. Need paper and pen or pencil. Suggested categories: A type of restaurant, a movie you really liked this year, music (title), a large city. A much more difficult exercise is similar and called a scaverger hunt.

B. Scavenger Hunt. Work with new people. (Leader will need to modify the categories according to the class or people involved.) Sextet. All keep track of the decisions. 45 minutes

CATEGORY	ITEMS ALL LIKE	ITEMS ALL DISLIKE
1. Food (example)	prime rib	pickled pig's feet
2. Clothing style		
3. TV program		
4. Vacation		
5. Subject you took in school		
6. Place to live		
7. Evening out		
8. Song		
9. Motto		
10. School task other than actual teaching. For students substitute an appropriate item.		

When the time is up score your answers like: 1 point for each dislike, 5 points for each concensus answer. Take time to hear scores.

Answer: Which item was the most fun to work with? Which was the most difficult.

*Items we all disliked were "hard to find."

7. Choose 1 item ending in "ing" from your Personalized Name Tag and tell your group about it. They are all to listen in an accepting manner, but are not to interrupt. Preface your remarks with, "Hey group, I want you to know I am living my values."

8. Self Concept Forced Choice This is a rather complicated Rank Order Exercise. This example was done with the large group of adults who were involved in the workshop; however, most items seem appropriate for various age groups. The list of items can be shortened to fit the people involved. Possible items: Asking my help; Giving my help; Good idea; Helping a stranger; Finishing a difficult task; Creating something of beauty; Getting something off my chest; Showing true feeling; Mastering some difficult endeavor; Accomplishing something alone; Being asked to share a secret; Assuming an unpopular position; Receiving an unexpected gift. Being told you are attractive; Winning; Asking for affection.

To begin have the participants fold a paper to give the number of squares needed to rank the items. Use pencils in order to be able to change selections as you go along. Number each square, starting

at the upper left hand corner and moving to the right. End with the last number in the lower right. Before you start, be sure the people realize that they are to rank these items according to how it makes them feel to do them--ranging from 1 (feels really good) to 16 (no big deal!).

Read the items and have participants write in the squares as they go. Changes will probably need to be made as they hear each item. A culmination for this is to do a physical continuum around the wall after everyone has made his choices.

9. Remembering. Private; eyes closed; silent.

   a) Remember a moment of great love: location, sensory perception.

   b) Why or why has it not recurred?

   c) What can I do to recreate it?

10. Self Contract: Trophy case Think of something you would like to accomplish, perhaps a change that you would like to make in your way of doing things--whatever--. Then take a piece of paper and draw a trophy sitting upon a base on which you can write your name and the date you set for finishing the contract. On the back of the sheet, prepare a list of observable acts which will be Steps in Time for realizing your desired improvement.

11. Common Experience--group concensus, timed. Group of 3 or 6

   a) Moment of ecstasy (example: Christmas morning or eve)

   b) A time of loneliness

   c) Something we are all proud of having done

   d) Failure

   e) A hope

12. Inventory The example we did in class was fairly long and somewhat complicated. You need sheets prepared for your group showing a grid with a wider column space at the far left, and two wider spaces (column) at the far right. Between these will be eight columns of equal width. Leave plenty of space at the top of the matrix for the following identification: Columns; 1. People, 2. Years of relationship, 3. Parental approval (✓), Disapproval (-), 4. Competition or Cooperation, 5. Giving (G), Taking (T), Sharing (=), 6. Nourishing or Toxic, 7. If money is a factor in any way ($), 8. How often do I see this person? Too often (+), Not enough (-), OK

13. A Continuum. Wearing Seat Belts. Are you someone who insists that everyone in the car buckle-up before starting the engine, or are you at the far end of the continuum with your scissors ready to cut off

any visible seat belts? Draw a horizontal line and label the far left side, Drive-in Dan; the middle, Half-way Harry and the far right, Scissors Stan. A physical continuum might be fun.

14. Are you someone who--? This is another example of types of clarification. Ground rules: Student may pass (choose not to answer); Student may ask you the same question; You may pass.

    Questions: Are you someone who
    a) steps on insects?
    b) dislikes Barbara Streisand?
    c) dislikes Elvis?
    e) drives too fast?
    f) uses roll-on deodorant?
    g) loves the ocean?
    h) someone who has shoplifted?
    i) likes peanut butter and jelly sandwiches?
    j) is concerned about pollution?
    k) is happy with your religious beliefs?
    l) is the oldest in the family? (good or bad?)
    m) is the youngest in the family? (good or bad?)
    n) believes in legalizing marijuana?

    On any controversial issue, do not jump in casually. Ask a clarifying question that delineates the answer.

15. Rank order. In groups of 3 do individual ranking of:

    Which would you rather be? (1) the President of the United States, (2) Have a genius I.Q., (3) a multi-millionaire

    Share your reasoning with the group.

ABOUT THE ACTIVITIES or, as Sid Simon uses the term, Strategies. There are many excellent examples of activities in the book, Values Clarification by Sidney B. Simon, Leland W. Howe, and Howard Kirschenbaum. It is a handbook of practical strategies for teachers and students.

The activities or strategies, if you prefer, that I have listed above are some that were used in the class at O.S.U.

16. IALAC I am Loveable and Capable. On a paper write your first name mid upper center and the initials IALAC just under it. Explain the meaning of the initials after you have told the story of Kenny. Kenny's self image was practically destroyed by the many events and responses of the day. He was made to feel that he was an unimportant, inferior person by everyone with whom he came in contact. Compose your story to illustrate this theme and as you tell it, after each destructive event, tear off a piece of your IALAC sign. Then as the day or period progresses and interactions take place between students and teachers, be sure to tear off pieces of the sign to illustrate the point.

Suggestions: Use the IALAC signs for everyone. Let each one, as he has been dealt with poorly, rip a piece off. (2) Can be used to build a sense of community; (3) Build the story to fit your audience; (4) Could be used in the teacher's lounge.

Causes for rips in IALAC signs are Killer statements, thoughtless replies and actions, etc.

Other sources for Activities are: the Deciding, a Learning Guide, and the District 19 Unit, Decision Making Skills.

SOME DOS AND DON'TS IN VALUE CLARIFICATION (Taken verbatim from materials received at the O.S.U. workshop)

DOS:

1. Do encourage the positive.
2. Do encourage people to express true feelings.
3. Do help individuals to see alternatives.
4. Do have individuals evaluate data by using "I learned statements."
5. Do help participarts clarify their values.
6. Do permit individuals to "pass" if he doesn't wish to respond.
7. Do provide an atmosphere where people can respond honestly.
8. Do give people the opportunity to express hostility.
9. Do help the individual discover what is important to him.
10. Do be a human being.
11. Do be understanding.
12. Do listen.
13. Do display warmth.
14. Do allow structure and variety of techniques to evalue from the group.
15. Do be accepting.
16. Do be consistent.
17. Do encourage discussion emphasizing student/student interaction.
18. Do encourage creating new techniques.
19. Do create a climate to encourage respect.
20. Do value a variety of thinking.
21. Do live by your values.
22. Do teach the process of valuing and not values themselves.

DON'TS:

1. Don't impose your values.
2. Don't give answers.
3. Don't make judgments.
4. Don't be a phony
5. Don't expect change to take place immediately.
6. Don't be critical of other people's values.
7. Don't hesitate to impose our values on a mutual basis once the climate has been established.

HELPS, HOPEFULLY, A Potpourri of thoughts gathered at the workshops:

1. As a safety procedure before trying any of the specific activities, understand the underlying philosophy. See Rath, Harmin, and Simon, Values and Teaching. Be sure not to overlap another teacher in using the activities.

2. Before starting the activity, be sure to indicate whether the results will be kept private or made public.

3. Values are inherent in decision making.

4. People are doing the best they can at the moment. (Dr. Simon)

5. Ask for feedback from those you trust and only when you feel strong enough to take it.

6. Validation is tremendously important.

7. The vulture concept: The vulture feeds on my self put-down.

8. Try to eliminate the "red pencil" strategy at all times.

9. Keep the ratio: Corrective statements-low; Validating statements-high.

10. Teach valuing rather than values.

11. We must separate values from attitudes, beliefs, and concerns.

12. There are no right or wrong values.

13. Criticism undermines the person trying to do the best he can.

14. Keep all evaluation regarding decisions on a non-judgmental basis.

15. Use third level teaching strategies whenever possible.

16. The Physical, Cognitive and Affective domains need to be working.

17. A person who has only one set of values that are applied automatically, without being examined, functions more like a machine than a human being.

18. If a person knows how to identify his values, he can use the values in clarifying objectives and starting actions that will be necessary to realize those objectives.

IMPLEMENTATION:

A. District

1. Have a workshop or presentation by experts, such as House and Darby from O.C.E.

2. Prepare a Guide Book or Handbook for teachers to use.

3. Buy the references suggested by members of the workshop committee (Helen Hindman, chairman)

4. Use the concept of Values Clarification in an Alternative School situation.

B. Individual Buildings

1. Allow time for a short "awareness" presentation at an early (in the year) staff meeting.

2. Have a team or teams of teachers review the books we receive and share with the remaining staff.

3. Have a building inservice workshop using materials from Simon's Values Clarification Handbook.

4. Share information regarding any regular, scheduled courses in Values Clarification or Decision Making.

5. Make provision for a "clearing house system" in order to share materials or information about what is being used.

6. Make provision for disseminating information regarding workshop materials.

7. Use the ideas in the advisory groups when feasible.

8. Make available copies of the bibliographies.

C. Public:

1. Parent night activities
   a. Participate in some of the strategies as we did at the O.S.U. workshop.
   b. School board members might be invited.

2. Special presentation for the School Board.

MATERIALS FROM WHICH I DREW HEAVILY IN MAKING THIS SUMMARY:

1. Gelatt, H.B., Varenhorst, B.,Carey, Richard Deciding: a Leader's Guide

2. School District 19 Workshop Materials: Decision Making Skills, 1972 From the Guidance Handbook

3. Simon, Sidney B., Howe, Leland, Kirschenbaum, H. Values Clarification A Handbook of Practical Strategies for Teachers and Students

4. Raths, Louis, Harmin, Merrill, Simon, S., Values in Teaching

5. Notes from observation and participation in the O.S.U. class conducted mainly by Gary Curwin and Ken Huggins.

VALUE SURVEY

NAME _____ SEX: MALE _____ FEMALE _____

BIRTHDATE _____ CITY AND STATE OF BIRTH _____

Below is a list of 18 values arranged in alphabetical order. Your task is to arrange them in order of their importance to YOU, as guiding principles in YOUR life.

Study the list carefully. Then place a 1 next to the value which is most important to you, place a 2 next to the value which is second most important to you, etc. The value which is least important, relative to the others, should be ranked 18.

Work slowly and think carefully. If you change your mind, feel free to change your answers. The end result should truly show how you really feel.

_____	A COMFORTABLE LIFE	(a prosperous life)
_____	AN EXCITING LIFE	(a stimulating, active life)
_____	A SENSE OF ACCOMPLISHMENT	(lasting contribution)
_____	A WORLD AT PEACE	(free of war and conflict)
_____	A WORLD OF BEAUTY	(beauty of nature and the arts)
_____	EQUALITY	(brotherhood, equal opportunity for all)
_____	FAMILY SECURITY	(taking care of loved ones)
_____	FREEDOM	(independence, free choice)
_____	HAPPINESS	(contentedness)
_____	INNER HARMONY	(freedom from inner conflict)
_____	MATURE LOVE	(sexual and spiritual intimacy)
_____	NATIONAL SECURITY	(protection from attack)
_____	PLEASURE	(an enjoyable, leisurely life)
_____	SALVATION	(saved, eternal life)
_____	SELF RESPECT	(self-esteem)
_____	SOCIAL RECOGNITION	(respect, admiration)
_____	TRUE FRIENDSHIP	(close companionship)
_____	WISDOM	(a mature understanding of life)

Below is a list of another 18 values. Rank these in order of importance in the same way you ranked the first list on the preceding page.

_____	AMBITIOUS	(hard-working, aspiring)
_____	BROADMINDED	(open-minded)
_____	CAPABLE	(competent, effective)
_____	CHEERFUL	(lighthearted, joyful)
_____	CLEAN	(neat, tidy)
_____	COURAGEOUS	(standing up for your beliefs)
_____	FORGIVING	(willing to pardon others)
_____	HELPFUL	(working for the welfare of others)
_____	HONEST	(sincere, truthful)
_____	IMAGINATIVE	(daring, creative)
_____	INDEPENDENT	(self-reliant, self-sufficient)
_____	INTELLECTUAL	(intelligent, reflective)
_____	LOGICAL	(consistent, rational)
_____	LOVING	(affectionate, tender)
_____	OBEDIENT	(dutiful, respectful)
_____	POLITE	(courteous, well-mannered)
_____	RESPONSIBLE	(dependable, reliable)
_____	SELF-CONTROLLED	(restrained, self-disciplined)

MY PARK

My Park is a group activity using a budget of materials, time and people. This activity may be used in economics, cartography or civics. Values are important in the choices made as to use of the land and materials. No additional materials or labor should be allowed.

Materials

1 sheet of cardboard approximately 3 feet long by 2 feet wide
1 sheet white construction paper 9 x 12 inches
1 sheet green construction paper 9 x 18 inches
1 sheet brown construction paper 9 x 18 inches
1 sheet blue construction paper 9 x 18 inches
4 sticks of modeling clay or a pound per group
1 small tube Elemr's glue
1 package of pipe cleaners
1 package of toothpicks (flat type)
1 marking pen (black or blue)

4 people working for two 50-minute class periods

Construct a park for a town having _____people. The town is mainly a _____ type(farming, manufacturing, lumbering, etc.). There are _____other parks in the town. Most of the people live in _____(houses, mobile homes, duplexes, apartments, condominiums). The town population is divided thus:

30% of the people are under 18 years of age
20% are 18-25 years of age
30% are 25-65 years of age
20% are over 65 years of age

The above description of the division of the population is merely a suggestion.

In one period plan the park's location, land area, equipment, entrances and exits, necessary signs for communication with the users, and fees, if any. The park should be one that members of the group would enjoy using.

Question: Which groups of people would enjoy using the park?
Question: Would any individuals or groups feel left out?
Question: Is the park arranged so that individuals or groups could use the equipment without hurting people taking part in other near-by activities?

Assign each worker a part of the labor to create the park.

Evaluation by other groups of park-creators on the following or group agreed upon rating scale:

Litter prevention - 10 points
Versatile - 20 points
Suitable equipment - 20 points
Fountains and rest rooms - 10 points
Entrance and Exits 10 points
Signs - 10 points

THE AUCTION GAME

The auction game is a simulation game designed to bring out some of the attitudes and values that condition the choices students make. Upon entering the fantasy world of auction game, dreams and hopes can be bought. The items offered for sale represent a rich variety of personal goals. Each student has a total of 2,000 investment units. Twenty-four items will go up for bid, and the highest bidder gets the item. The students are familiar with all of the items before the bidding starts. The sales are recorded on the board for review upon completion of the game. There is a debriefing discussion upon completion of the auction with implications for s secondary English class.

ITEMS

1. An exciting life: You will lead an exciting, stimulating life - encountering a wide variety of new experiences with the confidence that you are equal to all challenges and able to enjoy whatever comes your way.

2. Financial security: You will have sufficient money to supply any material needs or desires you have, plus enough surplus wealth to use for any purpose of your choice - be it pampering others, contributing to charity, or assuring social status.

3. Personal freedom: You will have a life of independence, always being able to do what you know is right for you in the here and now, without any interference from others.

4. Pleasure: You will lead an enjoyable, leisurely life. You will not be rushed by commitments, and all possible pleasures will readily be available.

5. Closeness to God: You will experience a communion with God - will know that you are serving Him and that you will achieve His purpose for you.

6. A world of beauty: You will live close to the beauty of nature and to the beauty of fine art, literature, music and the theatre.

7. Job satisfaction: You will be recognized by all as being the best in your profession, contributing more than you ever hoped and achieving everything you ever dreamed.

8. A long life and good health: You will live far longer than the normal life expectancy,but your physical and mental health will be superbly excellent. You will benefit from both the vitality of youthfulness and the wisdom born of experience.

9. A comprehensive personal library: You will possess a personal library containing every bit of information ever recorded. The information will be totally accessible - you will be able to receive immediately any item you request, in printed or voice-recorded form.

10. An ideal setting: You will have a home overlooking the most beautiful scenery in the world. The home will have the atmosphere, space, and facilities necessary to provide you and others of your choice with a perfect environment.

11. A perfect love affair: You will experience a sexual and emotional relationship with a person of great physical and emotional attractiveness - a person who will have the same expectations of the affair as you. You will have absolute control over who is aware of the affair.

12. Political power: You will be in a position to control the destinies of most people in the civilized world. You will have absolute power to institute any program or policy you choose, and will be able to gain the cooperation of any person or organization required by your purposes.

13. Social service: You will have the opportunity, the skill, and the resources to serve the sick and needy persons of the world. Full effort on your part will eliminate sickness and need in your lifetime.

14. An authentic world: You will live in a world in which all people are open, honest, and totally able to relate authentically with one another. Whatever feelings exist will be openly shared.

15. Fame: You will receive the respect and admiration of all and will be in demand at prominent social occasions and decision-making conferences.

16. Universal brotherhood: You will live in a world in which equal opportunity for all and love of one's fellow men will be recognized as the primary values.

17. A perfect family life: You and your family will experience ideal relationships together, each finding the needed love and security to assure personal growth within the family unit.

18. Inner peace: You will be free from all the inner conflicts, secure in the knowledge that you will always make the right decisions and continue effective personal functioning.

19. Intelligence: You will function at full mental capacity, being able to perceive solutions to critical problems and to understand logical relationships between ideas.

20. Creativity: You will be able to formulate innovative ways of communicating perceptive understandings. You will have unusually fine command of several art media, as well as verbal creativity.

21. Wisdom: You will have a mature understanding of life and will be sought out by others to furnish advice and counsel.

22. Self-esteem: You will respect yourself, knowing that you are realizing your potential and that you are a person of great worth.

23. Deep friendships: You will always have many close and meaningful relationships with persons you would choose to know well.

24. Mature love: You will attain lasting sexual and spiritual intimacy with another.

This game was adapted from Creative Learning Systems, Inc., Cleveland Heights, Ohio

SOME SUGGESTIONS FOR IMPLEMENTATION

Orientation for administrators, counselors, etc.

Make resource lists and materials available in schools.

Provide inservice for staff to acquaint staff with the concepts. Use staff members who have attended previous workshops and seminars dealing with decision making and values clarification.

Allow teachers and counselors with an interest to explore the use of available materials in present classes.

Arrange elective short-term classes in Decision Making or Values Clarification (Instructors would likely need inservice training.)

Incorporate in advisor-advisee program.

Incorporate in group guidance sessions by counselor or selected staff members.

Provide DCE course in the local area for interested staff members (selected staff from several buildings or total staff in one or more buildings).